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ABSTRACT

This study investigated the effects of three methods of teaching interpersonal relationship skills with the film "Relationships with Other People." The three methods of instruction were presentation of film only, print-based material, and formal classroom instruction. The following pre- and posttest instruments were administered to 210 California students randomly selected from three regional occupational programs: the Sociability, Achievement via Independence, and Tolerance scales of the California Psychological Inventory and a semantic differential test and criterion referenced test, both constructed by the experimenter. The data collected were statistically analyzed according to the fourteen hypotheses concerning the effects of the treatment. The major findings were these: The film produced both affective and cognitive growth in interpersonal relationship skills in most students, especially the high achievement via independent students; the amount of growth was directly related to the amount of additional instructional material used; and low tolerance students may need alternate, presently undetermined methods of instruction in interpersonal relationship skills in order to show significant affective gains. The appendixes include the film script, the print-based materials, copies of the pre- and posttest instruments, and the raw data. (Author/BM)

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TEACHING INTERPERSONAL RELATIONSHIP SKILLS

Submitted by

J.J. Lynn

In completion of Occupational Education Research Project

P.L. 90-576, Part C, Section 131(b)

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

The present study is an aptitude treatment interaction study dealing with the effects of three personological student aptitudes and different instructional methods on the affective and cognitive learning of interpersonal relationship skills. A total of 210 Ss were randomly selected from three Regional Occupational Programs (ROP) located in three geographically distinct California high schools. Subjects were administered one of three experimental treatments varying in methods of instruction combined with a film, Relationships With Other People, or an unrelated control film treatment. Experimental groups received, 1) film alone, 2) film with associated print based material, or 3) film, print based material, and formal instruction. Experimenter made semantic differential (SDT) and criterion referenced tests (CRT) were dependent variables to measure possible treatment effects. Two weeks prior to film treatment Ss were given the sociability (Sy), Achievement via Independence (Ai), and Tolerance (To) scales of the California Psychological Invertory (CPI) and classified into high and low categories for each scale by using upper and lower 1/3 scores. On treatment day, Ss were given SDT and CRT pretests, treatment film, and SDT and CRT posttests within a one hour period. Experimental groups receiving print based material were given this material to use during film presentation and to study independently on their own time. The experimental group receiving classroom instruction met four times during the one month period

following the film for formal didactic instruction on the print based material. All Ss were given a previously unannounced second SDT and CRT posttest one month after the film treatment day. Fourteen hypotheses were tested concerning the effects of treatment, level of Sy, Ai, and To, and their possible interaction effects on immediate and delayed posttest gains. ANCOVA, Scheffé F analysis, and Pearson Product Moment Correlation Coefficient were used as statistical procedures to analyze the data. Results indicate that 1) the film Relationships With Other People produces both immediate and residual cognitive changes, and immediate affective changes in interpersonal relationship skills, 2) the amount of instructional treatment received, 3) prior degree of Sy positively correlated with Ss pretest affective interpersonal relationship skills, 4) level of Sy has not significant effect on affective learning from the treatments, 5) level of Ai is only significant in its effect on treatment utilizing print based materials independent of classroom instruction. High Ai Ss in this treatment group, 6) level of To may be significant in its effect on cognitive learning, but in affective learning, low To treatment Ss were found to show no significant difference from control Ss receiving no treatments. Conclusions recommend the multimedia approach in teaching interpersonal relationship skills, more independent modes of instruction for high Ai Ss, and further research to determine effec-

tive educational methods for producing affective learning gains of interpersonal relationship skills in low To Ss.

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Chapter I

THE PROBLEM

Introduction

One of the remarkable talents of mankind that can be seen in the study of any civilization is the ability to accumulate, employ, and transmit to future generations, the technological knowledge of that culture. Today in this country, the amount of information within all of the fields of science and technology is incomprehensible to any single mind. Therefore, the means of education must be increasingly sophisticated and complex in order to continue the successful transmittance of these skills and concepts. Complex as it must be, our educational system must be judged favorably in this respect, because each new generation of scientists seems capable of successfully utilizing present knowledge in order to expand and enrich their field by exponential rates of growth.

It is unfortunate for mankind that the evolution of interpersonal relationship skills has not paralleled the orderly, systematic growth of science and technology. Phenomena that reflect lack of positive human relations are conspicuous elements in every era, and certainly the most serious of these - war, crime, suicide, divorce, and civil tension, have not diminished in our own time. The skill of getting along with others seems to be essential for personal success in work, marriage, leisure, and indeed achieving happiness in

life. Yet skill in interpersonal relationships does not seem to be successfully developed and imparted through any systematic form of education. This is the problem that must be faced by educators and psychologists today. The educational skills and expertise acquired through the teaching of all of the other technologies must be applied to the teaching of the technology of positive human relations.

The present study addresses this problem by attempting to identify certain personality attributes of learners which may interact with certain methods of instruction in the teaching of interpersonal relationship skills.

Background of the Problem

Educational technology is defined in Stolurow (1972) as,

> ...the development, application, and evaluation of systems, techniques, and aids to improve the process of learning. (p.9)

Research in educational technology has resulted in the effective use of a wide variety of tools for learning and some of the most widely applicable of these are in the audio-visual media. Recently a film entitled, Relationships With Other People, was developed through the United States Office of Education (USOE) as a part of a common core skill development unit for a career education program. (Pascal, 1974). The film deals specifically with teaching interpersonal relationship skills, highlighting their importance to success in the USOE career cluster, Public Service Occupations.

Relationships With Other People, along with its associated print based material, provides an excellent opportunity to research the most effective means of teaching these skills using the advancements of educational technology.

Research to be reviewed in Chapter II on the most effective use of films and other teaching material indicates that multimedia approaches generally result in greater learning. Although most of these studies suggest a simple and direct relationship between number of media used and amount of learning, another area of research suggests complications. Aptitude treatment interaction studies support the idea that different students learn more effectively under different teaching methods. The consideration of both the multimedia findings and the aptitude treatment interaction findings result in significant questions for research in the effective teaching of interpersonal relationship skills through the USOE film.

Statement of the Problem

The problem for investigation in this study concerns the effect of relevent personality aptitudes on three methods of interpersonal relationship skills instruction centering around the film, Relationships With Other People. The three methods of instruction are: 1) presentation of the film only, 2) presentation of the film along with print based material, and 3) presentation of the film, print based material, and formal classroom instruction.

Three measurable personality variables were selected for investigation in this study due to their close relationship to the methods and subject matter of the instruction. As the training deals with basic skills in human relations, the learners' prior degree of interpersonal effectiveness or Sociability (Sy) was chosen as one variable to consider. Secondly, because part of the instruction involves working independently on print based material, the learners' prior degree of Achievement via Independence (Ai) was selected as another variable. Finally, since interpersonal relationship training involves heavily value laden subject matter, the degree of open-mindedness versus close-mindedness or Tolerance (To) was selected as the third variable. Each of these personality aptitudes is defined and measured by subscale of the California Psychological Inventory (CPI) (Gough, 1969).

The possible effects and interactions of these three learner aptitudes on effectiveness of the three methods of instruction is measured in terms of both affective changes in the learners using a semantic differential technique, and cognitive changes in the learners using a criterion referenced test.

Objectives of the Study

Through the interpretation of differences in the student's cognitive and affective learning gains in relation to instructional method and aptitude variables, this study seeks to answer the

following diagnostic and prescriptive questions.

1) How do three methods of instruction affect the learning of interpersonal relationship skills as taught in the USOE film Relationships With Other People.

2) Is there a relationship between three related learner aptitudes (Sy, Ai, and To), and the degree of growth in interpersonal relationship skills experienced as a result of the specified USOE film.

3) Is there an interaction effect between level of learner aptitude (Sy, To, and Ai) and method of instruction in the learning of interpersonal relationship skills as taught in the specified USOE film.

4) Is there an interaction effect between the time elapsed after instruction and learner aptitude or method of instruction in the learning of interpersonal relationship skills as taught in the specified USOE film.

5) What actions can the USOE and local educational agencies take in order to maximize the effectiveness of this and other similar films in the teaching of cognitive and affective skills.

Statement of Hypotheses

The experiment consists of four groups of subjects (three different treatment groups and one non-treatment control group), three groups of aptitude variables with two levels each (high versus low

Sy, high versus low Ai, and high versus low To), two dependent measures of learning (cognitive and affective), and three different testing sessions for both measures of learning (pre-instruction, immediate post-instruction, and delayed post-instruction). Table I shows the variables and the time sequence of the experimental design.

Based on the review of literature found in Chapter II of psychological and educational research related to the design and content matter of this study, the following results are hypothesized. (Refer to Table I for group-numerical representation employed in the hypotheses).

TABLE 1

BASIC RESEARCH DESIGN

Experimental Elements	Time Sequence	Groups* 1	2	3	4
Aptitude Testing (Sy, Ai, To)	2 weeks prior to treatment day	X	X	X	X
Pretesting (Semantic Differential Test and Criterion Reference Test)	Treatment day	X	X	X	X
Film Presentation (Relationships With Other People)	Treatment day	X	X	X	No
Print Based Material	Treatment day	No	X	X	No
Classroom Instruction	4 week period following treatment day	No	No	X	No
Posttest 1 (Semantic Differential Test and Criterion Reference Test)	Treatment day	X	X	X	X
Posttest 2 (Semantic Differential Test and Criterion Referenced Test)	4 weeks following treatment day	X	X	X	X

* Treatment Group 1: Film presentation only

Treatment Group 2: Film presentation and print based material

Treatment Group 3: Film presentation, print based material and classroom instruction

Group 4: Control Group; unrelated film only

1) Group 1 will show significantly greater positive change than group 4 in the cognitive learning of interpersonal relationship skills as measured by a criterion referenced test.

2) Groups 2 and 3 will show significantly greater positive change than group 1 in the cognitive learning of interpersonal relationship skills as measured by a criterion referenced test.

3) Group 3 will show significantly greater positive change than group 2 between first and second criterion reference posttests of interpersonal relationship skills.

4) Group 1 will show significantly greater positive change than group 4 in the affective learning of interpersonal relationship skills as measured by a semantic differential test.

5) Groups 2 and 3 will show significantly greater positive change than group 1 in the affective learning of interpersonal relationship skills as measured by a semantic differential test.

6) Group 3 will show significantly greater positive change than group 2 between the first and second semantic differential posttest of interpersonal relationship skills.

7) Subjects scoring high on the CPI Sy scale will show a positive correlation with Ss scoring high on the affective interpersonal relationship skills pretest measured by a semantic differential test.

8) Subjects scoring high on the CPI Sy scale in groups 1, 2 and 3 will show a significantly greater positive change in affective

interpersonal relationship skills as measured by a semantic differential test than high and/or low Sy Ss in Group 4.

9) Subjects scoring low on the CPI Sy scale in Groups 1 and 2 will show significantly greater positive change in affective interpersonal relationship skills learning as measured by a semantic differential test than high CPI Sy scoring Ss in Groups 1, 2 and 3.

10) Subjects scoring low on the CPI Sy scale in group 3 will show significantly greater positive change in affective learning of interpersonal relationship skills between the first and second posttests of a semantic differential test than low CPI Sy scoring Ss in Groups 1 and 2.

11) Subjects scoring high on the CPI Ai scale in Groups 1, 2 and 3 will show significantly greater positive change in cognitive learning of interpersonal relationship skills as measured by a criterion reference test than low CPI Ai Ss in Groups 1, 2 and 3.

12) Subjects scoring high on the CPI Ai scale will show significantly greater positive change in cognitive learning of interpersonal relationship skills as measured by a criterion referenced test than the Ai low scoring Ss of Group 2.

13) Subjects scoring high on the CPI To scale in Groups 1, 2 and 3 will show significantly greater positive change in both cognitive and affective learning of interpersonal relationship skills as measured by a criterion referenced test and a semantic differential test than low CPI To scoring Ss of Groups 1, 2 and 3.

14) Both the high CPI To Ss and the low CPI To Ss in Groups 1, 2 and 3 will show significantly greater positive change in both cognitive and affective learning of interpersonal relationship skills as measured by a criterion referenced test and a semantic differential test than the summed high and low CPI To scoring Ss in Group 4.

Considering the number of variables involved in this study, it would have been possible to identify numerous other hypothetical differences within and between the various groups and levels. However, in order to most effectively analyze and interpret the results of elements deemed to be of significance to the objectives of the present study, the number of hypotheses was limited to these fourteen.

Significance of the Study

The film Relationships With Other People, on which this study is based was developed by the Insight Communications Group (Pascal, 1974) as an educational program to be disseminated nationally. The results from this experiment concerning the types of students who learn best under the various types of instructional methods relating to the film, will be of concrete value to all educators utilizing this career education film series. Along with providing specific data for the program on which the study was conducted, it is expected that the results of various aspects of this study may be of value to psychologists, educators and future researchers considering related programs and experimental questions within the realm of instructional methods and aptitude treatment interactions.

Extent of the Study

The scope of this study has been operationally narrowed in order to more accurately examin certain aspects of the problem. The film, Relationships With Other People, is only one of a series of ten films produced through the USOE program dealing with common core skills for entry level work in public service occupations. Other films in the USOE series are: Introduction to Public Service Occupations, Oral Communications, Written Communication, Basic Report Writing, Basic Record Keeping, Good Grooming, Interviewing Skills, Applying for Public Service Jobs, and Techniques for Decision

Making. Specific conclusions, recommendations, and generalizations of this study can only, however, accurately be directed to Relationships With Other People.

The target population of the study consists of all students currently enrolled in the 65 Regional Occupational Programs (ROP) in California. In a personal communiqué with the California State Department of Education, Vocational Educational Support Unit, it was learned that a total of 113,400 secondary level students were enrolled in the 65 ROPs during the 1974-1975 school year when this study was conducted, and a total of 95 percent of the public schools in California were involved in an ROP (Vallejo, 1975). Due to the impracticality of a truly universal sampling of the target population, three preselected ROP's located throughout California served as the experimentally accessible population (EAP) for sampling purposes. Although the sampling of the students within the EAP was conducted in a random fashion, because the EAP was not randomly selected from the target population, the conclusions must be generalized with caution. In addition, the large number of uncontrolable variables inherent in studies with large and diverse populations operating over a period of time, make such caution a necessity.

Assumptions of the Study

This study bases its findings and conclusions on the assumptions that:

1) The criterion referenced test, semantic differential test,

and the Sy, Ai and To scales of the CPI used as instruments in this study accurately measure the factors which they purport to measure.

2) The independent variables of time and treatment are not significantly confounded by extraneous variables so as to alter their measurable effects.

3) The random sampling methods employed provided a representative population of the EAP.

Definition of Terms

Achievement via independence (Ai) is the personality trait (personalogical variable) devised to predict academic achievement in college undergraduate courses. It will be objectively measured by the Ai scale of the California Psychological Inventory (CPI). People who score high on this scale tend to achieve in settings where independence of thought, creativity, and self-actualization are rewarded. This scale will differentiate the EAP samples into "high Ai" and "low Ai" based on the top third and bottom third scores on the Ai scale.

Career Education is a general program applied to all educational experiences, curriculum, instruction, and counseling geared toward self-awareness and eventual economic independence through an appreciation and acquisition of minimal competence in a career.

Criterion referenced test is a measure used to judge cognitive growth in students as a result of an instructional program. The

acquisition of the cognitive objectives of the film, Relationships With Other People will be measured using this kind of test.

Experimentally accessible population (EAP) is the total number of subjects that are available to the E (accessible). The EAP consists of students enrolled in three regional occupational programs equiped with video cassette units in California.

Instructional technology is a comprehensive systems approach to instruction covering the conception, implementation and evaluation of educational programs (educational technology).

Interpersonal relationship skills are the particular skills or building blocks for social relationships between people as delineated in the film Relationships With Other People.

Print based material (PBM) is a term which refers to all hard copy materials which accompany the film, Relationships With Other People.

Public service occupations are those occupations, pursued by persons performing the functions necessary to accomplish the missions of local, state and federal government, excluding the military services and trades requiring an apprentiship. These missions reflect the services desired or needed by individuals and groups... and are performed through arrangements or organizations established by society, normally on a non-profit basis, and usually supported by tax revenues (Lynn, 1975).

Semantic differential is a method of evaluating an idea, concept, or object on a series of scales with polar adjectives. The affective correlates of interpersonal relationships are measured using this technique.

Sociability (Sy) is the personality trait (personological variable) relating to interpersonal effectiveness, that is, people who are outgoing, sociable, and participative. It will be objectively measured by the Sy scale of the California Psychological Inventory (CPI). This scale will differentiate the EAP samples into "high Sy", and "low Sy" based on top third and bottom third scores on the Sy scale.

Target population is the total population for which the E is interested in investigating, in terms of predictability and generalizability of experimental results. In this instance, the target population consists of all students enrolled (113,400) in sixty-five regional occupational programs (ROPs) in the state of California during the 1974-1975 school year.

Tolerance is the personality trait (personological variable) relating to people who are permissive, accepting, and have nonjudgmental social beliefs and attitudes. People who score low on this CPI scale tend to be authoritarian, close-minded, and prejudiced. This scale will differentiate the EAP samples into "high To" and "low To" based on top third and bottom third scores on the To scale.

Chapter II

REVIEW OF THE LITERATURE

Introduction

The design of the present study incorporates a variety of different psychological and educational variables, most of which have been researched quite extensively within their own domain. However, research combining these variables, as is done in the present study, is lacking. A review of related literature for this study must therefore be presented in distinct sections, presenting separately the important research relating to each of the present variables. In some instances there is past research combining two of the present variables which allows for more accurate comparison and analysis. However, the limited amount of such data necessitates some degree of speculation in the relating of the less comprehensive studies to the present concerns. This chapter is divided into the following six subheadings for grouping of the related research:

1) Educational psychology research, in which research on the teaching of social skills and behaviors will be reviewed.

2) Instructional technology research, in which research on the use of films, and related media will be reviewed.

3) Aptitude treatment interaction (ATI) research, in which related ATI studies and concepts will be reviewed.

4) California Psychological Inventory research, in which relevant studies on the Sy, To and Ai scales of the CPI will be reviewed.

5) Criterion referenced test research, in which literature on criterion reference testing will be reviewed.

6) Affective education research, in which the literature on attitude change and its measurement through the semantic differential method will be reviewed.

Educational Psychology Research

A number of psychologists have clearly expressed the importance of acquiring positive interpersonal relationships as an essential part of the emotional maturation that occurs in human beings (Thorman, 1971). However, very little has been done in the field of education to train students in interpersonal relationship skills. In the field of educational psychology, the major concern with interpersonal relationship skills has been in the training of teachers, while the students have been essentially ignored in this respect. Among others, Trow, Zender, Morse, and Jenkins (1950), have concluded that teachers exhibiting greater skills in human relationships themselves, induce greater learning in their students. As a result of these kinds of findings, many educational psychologists have stressed the need for training in effective interpersonal relationship skills to be a part of modern teacher education (Cronbach, 1963). Current research in methodological effectiveness of such interpersonal skills training programs for perspective teachers has

not shown any specific method of training to be more effective than others, but has supported the idea that all training programs and methods used have produced improved skills in the trainees (Thorman, 1971).

Other research regarding the teaching of social skills to adults and student populations has been generally applied to two methods; encounter or t-group methods, and the modeling of social behaviors through actual or film presentations. A great deal of t-group effectiveness research has been conducted by the National Training Laboratories, but very little of this research has been applied to educational systems (Weschler and Scheim, 1962). Archer and Kagan (1973), however, compared two experimental interpersonal relationship skills training groups to a control group among college students. One experimental group received treatment of limited structure t-group experience for eight sessions, while the other experimental group received film and tape presentations of actors in interpersonal roles for the purpose of affect simulation, and later participated in actual video taped interpersonal role playing exercises. A control group received no treatment. Archer and Kagan found that the Ss receiving the structured treatment of films and role playing exercises showed significant gains in four measures of interpersonal skills over the other two groups. This research suggested the conclusion that structured interpersonal relationship training methods may be more effective than unstructured group-ex-

perience-type methods.

Another type of study represented by Bryan and Walbek (1970) on acquisition of certain social behaviors through modeling provides data of some relevance to the present concern. Ss were exposed to models exhibiting six different behavior-attitude characteristics in the activity of bowling for certificates redeemable by money. The six models were: 1) those who gave a portion of their winnings and spoke of the benefits of sharing; 2) those who kept their winnings and spoke of the benefits of keeping all of the winnings; 3) those who spoke of sharing, but kept all of their winnings; 4) those who spoke of greed, but gave a portion of their winnings to charity; 5) those who spoke neutrally and kept their winnings; 6) those who spoke neutrally and gave a portion of their winnings to charity. Resulting behavior of the Ss after exposure to the models indicates that behaviors are modeled after the actions, not the stated opinions of others. The Ss opinions however, corresponded more closely with the stated opinions of the models, even when the opinion directly conflicted with their actions. This study, as well as others on modeling and imitation, was on children between the ages of 8 and 11. Research by others (Bandura, Ross & Ross, 1961; Sears, 1957) show that the specific behaviors can be acquired through modeling. The results cannot be assumed to be identical for older students and adults and therefore provides limited data for the present study.

There is currently an attempt to package and market programs, to both schools and the general public, dealing with interpersonal effectiveness. Some of these programs like Transactional Analysis (TA) (Bern, 1961; Harris, 1967; and Steiner, 1974), Reality Therapy (Glaser, 1965), and couple communication (Miller, Nunnally and Wackman, 1975), also purport to have clinical and consulting applications as well as educational uses. Most of the research dealing with these programs tends to be based on individual clinical studies and there is a paucity of true experimental research on effectiveness of these models applied to educational systems. One emerging system of interpersonal relationship skills, Effectiveness Training, Parent Effectiveness Training (Gordon, 1970) and Teacher Effectiveness Training (Gordon, 1974), has spurred some research dealing with this program's effectiveness (Fine, 1975; Garcia, 1971; Lillibridge, 1971). A new program, Youth Effectiveness Training (YET) has recently been developed by Effectiveness Training Associates (Gordon, 1976) and deals with training high school students in specific interpersonal relationship skills (e.g., listening, confronting, expressing needs, relating to people who are different, problem solving, and values clarification). This program has just become available during the winter of 1976-1977, and no research on it is available at this time.

Attempts have also been made to apply the principles of be-

havior modification in a systematic way to improve interpersonal relationships. The use of behavior modification principles (Skinner, 1938) has been successfully employed in behavior therapy approaches to utilize what is essentially a learning theory to modify human behavior (Eysenck, 1959; Wolpe, 1958). This research indicates that identified behavior can be changed, that is, behavioral responses tend to be strengthened or reduced contingent upon reinforcement-extinction schedules.

Although no studies are found that deal directly with the methodology of teaching interpersonal relationship skills to high school level students in the prescribed manner of the present study, the cited research examples do indicate that different methods of instruction and modeling do have an effect on the interpersonal skills and attitudes of the Ss, and that much more research is needed in the field of educational psychology to establish effective means for such education.

Instructional Technology Research

The heading of instructional technology has generally refered to research and use of innovative programs involving teaching machines, audio-visual media, computer assisted instruction (CPI) individual programmed instruction, and other non-teacher programs. But some educators now consider the field to be much broader than that. Saettler (1968) has defined instructional technology as any method

of education which uses scientific knowledge to increase its effectiveness. The scientific knowledge to which Saettler refers is not necessarily related to computers, but may also include insights in psychology, sociology, or any other of the behavioral sciences. Comprehensive volumes on the entire field of instructional technology are available (The Carnegie Commission on Higher Education, 1972; DeCecco, 1964; McBeath, 1972), but this review is only concerned with one select area of the field; the effect of audio-visual media and its combination with other instruction as used in the present study.

Before 1950, the great majority of audio-visual research was of the evaluative nature. Hundreds of studies compared the effectiveness of using films as a substitute or in combination with traditional teaching methods. Many of these studies have been highly critisized for their lack of scientific rigor (Allen, 1971), but some were well designed and yeild data which is worthy of consideration. One of the earliest studies which is still cited due to its simple and well controlled design was conducted in 1933 by Rulon (Moldstad,1974). Rulon divided Harvard science students into two groups, an experimental group which received a treatment of science films in addition to course text material, and a control group of students receiving only course text materials. Rulon found significant differences in the experimental groups greater learning on immediate measures as well as in long term retention (3 1/2 months).

Since then, numerous other studies have found similar results in the teaching of social sciences, mathematics, history, reading, vocabulary, and numerous kinds of technical training. Comprehensive reviews of such literature has been completed by Allen (1959; 1960; 1971), Harcleroad (1960), Saettler (1968), Moldstad (1974), and Campeau (1974). Moldstad (1974) in his review concludes the following concerning the effects of film and multimedia instructional approaches:

> 1) Significantly greater learning often results when media are integrated into traditional instructional programs.
>
> 2) Equal amounts of learning are often accomplished in significantly less time using instructional technology.
>
> 3) Multimedia instructional programs based upon a "systems approach" frequently facilitate student learning more effectively than traditional instruction. (p. 390)

Studies comparing the use of television as supplimentary to traditional methods yeild similar results to those concerning the use of films. The Ford Foundation in a report in 1961 concluded that a combination of television and classroom instruction produced better learning results than either of these two methods used separately (Harcleroad, 1962). Two long term comprehensive experimental programs in the public school systems of Anaheim, California, and Hagerstown, Maryland, also produce strong evidence supporting the

increased effectiveness of television in combination with traditional instruction (Moldstad, 1974). A complete summary of literature relating to the effectiveness of television instruction can be found in a review by Chu and Schramm (1967) and Schramm (1972).

Although no studies could be found dealing with the effects of multimedia instructional techniques and the teaching of social or interpersonal skills, it is felt that the overwhelming evidence supporting the greater effectiveness of multimedia in the teaching of other subject matter suggests that such a result may also be found in the instruction of interpersonal relationship skills.

Aptitude Treatment Interaction Research

In his 1957 American Psychological Association Presidential address, Cronbach's recommendation for an emphasis on the matching of individual differences with environmental effects had a far-reaching influence on the fields of psychology and education. Aptitude treatment interactions studies have become the focus of many researchers (Sarason and Smith, 1971). Although many educators have suggested that no single method of instruction is the most effective means to teach all students, specific interactions between characteristics in students (aptitudes) and teaching methods (treatments) to support this statement have been difficult to obtain experimentally. Bracht (1970) refer to an earlier unpublished doctoral dissertation in which he conducted a systematic analysis

of 90 previous research studies designed to identify possible ATIs in educational settings and found only five to have acceptable disordinal interactions. Lubin (1961) previously had distinguished between two types of significant aptitude treatment interactions; ordinal when plotted treatment lines do not intersect, and disordinal when plotted treatment lines do intersect. It has generally been agreed that only disordinal interactions merit the possible adjustment in educational curriculum to administer different instructional methods to different students (Bracht and Glass, 1968; Mitchell, 1969). Therefore, even the statistically significant ordinal interactions of the studies cited by Bracht (1969) have been discarded as insignificant in terms of practical application. In addition, Bracht has suggested that among disordinal interactions, only those whose treatment differences at the two levels of personological variables (aptitude) are significantly non-zero as well as different in algebraic sign, are worthy of consideration. After such rigorous, but necessary scrutiny, a very small percentage of ATI studies have resulted in findings of use to educational psychologists. This lack of true evidence to support the ATI approach has led some researchers to feel that the continued pursuit of ATIs is fruitless. Glass (1970) states:

> "There is no evidence for an interaction of curriculum treatments and personological variables." I don't know of any other statement that has been confirmed so many times and by so many people. (In Wittrock and Wiley, 1970, p. 210.)

But others continue to search for and utilize significant ATIs.

Mitchell (1969) expresses the possibility that some experimental research oriented educators may attempt to ignore individual differences and treat them as annoyances rather than challenges because of the disruptive influence they create in the formulation of more general laws and conclusions. Vale and Vale (1969) addressing the same point state:

> ..interactions are a part of scientific life, and the time is long since past when we could make a defensible case for choosing to ignore them. They are not the poor relations of main effects; in many circumstances it is from interactions that the interesting information is derived. (p. 1105)

Even though the number of significant ATI studies is limited and none of the existing studies deal specifically with the variables identified in the present study, a look at a few reports matching related traits with treatments will offer some background.

Hunt (1975) found an interaction between conceptual level (CL) of Ss and level of structure in classroom instruction. High CL students, characterized by the capability of generating concepts independently and internally were compared to low CL students characterized by the dependency on external standards for conceptualization, in their learning achievements under high and low structure conditions of classroom instruction. Results indicated that low CL Ss profited significantly more from the high structure condition while the high CL Ss learned more in the low structure condition. Hunt cites Hunt and Joyce (1967), Rathbone (1970), and Robertson(1973) as supporting this finding with related evidence

suggesting that high CL students prefer self-discovery types of instruction (independent) and low CL students prefer highly structured class situations. Other studies involving student attributes and structure versus non-structure methods of teaching have indicated that authoritarian or dogmatic Ss have significantly more difficulty in learning unstructured as compared to structured tasks (Neel, 1959; Hoffman, 1960; Frumkin, 1961). One additional study yielding a significant interaction in a related area using the Guilford-Zimmerman Temperament Survey found that high versus low friendliness (ease in getting along with others) interacted significantly with type of instruction; programed versus traditional lecture (Haskell, 1971).

Although the differences between the above cited studies on ATIs and the present study are too large for significant comparison, the above studies do indicate that personological factors have been found to significantly interact with instructional methods. It may also be argued with some caution that there is a close similarity in the definitions of the variables in the above studies (CL, dogmatism, and friendliness) with the CPI scales (Ai, To, and Sy) used in the present study. If there is an overlap in these variables as measured by their respective instruments, then the results of the cited studies may be highly indicitive of the results of the present study.

CPI Research

The California Psychological Inventory (CPI) was first developed by Gough in 1948, and since then the number of studies using the CPI as instrumentation is nearing a thousand. Along with its ezperimental application, it has seen wide use in clinical, correctional, educational settings in this country as well as many others.

The CPI is a pencil and paper personality test which can be administered virtually to anyone with a minimum fourth grade reading ability. The test is designed for group administration and requires approximately one hour, although no time limits are enforced. The entire CPI is composed of 18 scales which have been divided into four factorially distinct classes (Crites, Rechtoldt, Goodstein, and Heilbrun, 1961). Class I consists of interperonal scales to measure Dominance (Do), Capacity for Status (Cs), Sociability (Sy), Self-acceptance (Sa), Social Presence (Sp), and Sense of Well-being (Sb). Class II consists of interpersonal scales to measure Responsibility (Re), Socialization (So), Self-control (Sc), Tolerance (To), Good Impression (Gi), and Communality (Cm). Class III consists of scales for Achievement via Conformance (Ac), Achievement via Independence (Ai), and Intellectual Efficiency (Ie). Finally, class IV contains scales for the measure of Psychological Mindedness (PY), Flexibility (Fx), and Femininity (Fe). A survey of these scales in relationship to the factors and objectives of the present investigation showed four scales which were closely related to the present research parameters, Sy, Ai, To, and Fx. The flexibility scale however was omitted due to lack of sufficient validity (Megargee, 1972).

The sociability scale was constructed to measure differences in traits of outgoingness, sociability, and participative temperament (Gough, 1952), and was chosen as a variable for the present study in order to access the Ss prior degree of social effectiveness. Gough originally called the scale Social Participation (Sp), but later changed the concept to sociability when correlative research indicated a lower correlation between the scale and measures of social participation (r=.24) and higher correlation between the scale and peer rated traits of sociability and outgoingness (r=.42) (Hase and Goldberg, 1967). Vingoe (1968) also reported a r=.42 correlation between the Sy scale and peer rated sociability as well as a r=.68 correlation with self-rated sociability.

The current Tolerance scale is designed to identify permissive, accepting and non-judgemental social beliefs and attitudes (Gough, 1969), and was selected for this study to determine the Ss open mindedness as it may relate to the changing of social attitudes. The scale was originally designed to measure prejudice and anti-sematism, but was re-keyed and four items changed in order to differentiate between permissive, accepting, non-judgemental Ss and those who are narrow-mined and prejudiced. Studies by Gough (1969) show moderate negative correlation between the To scale and another measure of prejudice, the California F Scale (r=-.46 and r=-.48). Additionally Gough (1969) has found a .34 correlation between To and the Chicago Inventory of Social Beliefs. No studies

were found, however, reflecting a possible relationship between this scale and overt behavior, and it is not entirely clear whether high scores indicate tolerance to the same degree that low scores indicate prejudice. Questions have also been raised whether the test identifies prejudice in general or only anti-sematism, and whether high scores indicate tolerance of people or tolerance of ideas (Megargee, 1972). Nonetheless the To scale is as well validated as other measures of tolerance or prejudice and its expected value to this study was sufficiently great to warrant its inclusion in spite of these unresolved questions.

The third variable from the CPI included in this study, Achievement via Independence (Ai), predicts achievement in settings where independence of thought, creativity, and self-actualization are emphasized. This is a direct contrast to the Achievement via Conformance (Ac) scale which predicts achievement in settings where rote memory and strict adherance to guidelines are emphasized. This should not be interpreted to mean, however, that Ss scoring high on one scale will score low on the other, but merely that the two tests will differentiate between those Ss who do well in only one or the other setting.

Many validation studies have been conducted in college populations correlating grade point average (GPA) with Ai (Bendig and Klugh, 1956; Gough, 1969; Griffin and Flaherty, 1964). In every case positive correlations were obtained ranging from r=.19 to

r=.44. However studies which controlled for IQ differences in the Ss found lesser or non-existing correlations between either course grade or GPA and Ai (Capretta, Jones, Siegal, and Siegal, 1963). Validation studies on the Ai scale were also conducted in high school settings (Bendig and Klugh, 1956; Gough, 1964) and positive correlations (r=.30) were again found between Ai and GPA.

The range of validity of these three CPI scales, Sy, To, and Ai, used in the present study, vary somewhat, but all seem to reach an acceptable level in the majority of studies. As with all psychological tests there are weaknesses, unanswered questions and a great need for further research. In view of the number of investigators of the CPI, and in comparison with research on other inventories, the CPI scales selected appear to be the most reliable and valid for the intended purposes.

Criterion Referenced Test Research

Criterion referenced tests are designed to measure the degree to which a group of students has mastered a given area of subject matter, and hence the alternate name--mastery tests. These tests are generally teacher-made, pertain to specified subject matter covered in instructional methods, and contrast directly with norm-referenced tests such as IQ Tests, in which no one is expected to be capable of answering all items and the value of the score is in its measure of ability relative to others who have taken the test before (Glaser, 1963). In norm referenced tests the scores of all

students who take the test results in the reference point by which any individual score is evaluated, whereas in the criterion referenced test the reference points by which any individual score is evaluated is set according to subject matter, method of instruction, and other situation specific variables. The most common kinds of criterion referenced tests are essay, short answer, (definitions or solutions to algebraic equations), fill-in, multiple choice, matching, and true-false.

Glaser (1963) describes the criterion referenced test method as follows:

> Underlying the concept of achievement measurement is the notion of a continuum of knowledge acquisition ranging from no proficiency at all to perfect performance. An individuals achievement level falls at some point on this continuum as indicated by the behaviors he displays during testing. The degree to which his achievement resembles desired performance at any specified level assessed by criterion-referenced measures of achievement or proficiency. The standard against which a student's performance is compared when measured in this manner is the behavior which defines each point along the achievement continuum. (p. 519)

Research and examples of others using the criterion referenced test method can provide helpful clues that aid in the construction of a valid and reliable test, but no past research can in actuality validate any test other than the specific test used in that particular study. Therefore, rather than refer to studies whose tests are irrelevant to the present testing procedure, the following eclectic guidelines were selected in an attempt to construct a reliable test appropriate to the content of this study's

treatments.

1) Choose questions which relate to important aspects of the material covered.

2) Consider the available time and attention span of the students.

3) Keep the reading difficulty low.

4) Group items on one topic together.

5) Word the items so that all potential responses are grammatically correct.

6) Randomize correct responses.

7) Include four or five alternate responses for each item.

8) Submit the test to a panel of experienced test writers for elimination of poor questions.

9) Administer the test several times to a control pilot-test group to check the test's reading level, discriminitive power, and reliability.

Affective Education Research

Affective education, pertaining to the changing of attitudes, is one of the major goals of the film Relationships With Other People used in this study. It is therefore necessary to consider past research in the area of attitude change and the literature pertaining to the instrument used in this study to measure attitude change; the semantic differential technique. A limited number of research studies have been conducted in the past on

affective change and none of these contain variables similar to the present study (Festinger, 1957; Sherif, 1948). The review in this section, therefore will be for the most part limited to the work of Rokeach due to his clear conceptual definitions useful in the discussion of this study. Rokeach (1971) closely links attitude change with theories of value change or value clarification, and considers any attitude change which is based on personal values to be of a more lasting nature. Feathers' (1970) research on attitude change and its relation to the individuals' values supports this idea. Rokeach distinguishes attitudes from values in stating,

> ...an attitude represents an organization of interrelated beliefs that are all focused on a specific object or situation, while a value refers to a desireable end of state existence (terminal value) (e.g. "a world at peace", or "salvation") or a mode of behavior (instrumental value) (e.g. "honest", or "logical"), (1971, p. 453)

Rokeach's experiments on attitude change have shown that by inducing states of self-dissatisfaction concerning personal attitudes, attitudes and related behaviors changed significantly in both short term (3 weeks) and long term (21 months) measures (Rokeach, 1971). Subjects were asked to rank 18 values according to importance, and afterwards write a statement on their feelings toward civil rights. Any inconsistancies between the ranking of values (particularly the values of freedom and equality) and the statement on civil rights were immediately brought to the attention of the Ss in order to create the self-dissatisfaction. Ss in a

control group who were not confronted with inconsistencies showed no significant change in value ranking on posttests, but experimental group Ss showed significant changes in value ranking in the posttesting.

The theories and experiments of Rokeach hold possible significance to the present study for two reasons. Firstly, Rokeach has divided attitudes and values into categories according to stability. Some categories of values are considered to be primitive and are psychologically incontrovertible, while others are learned or derived from authority and are potentially susceptible to change. The value/attitudinal factors involved in interpersonal relationships are considered to be in the second category and are therefore somewhat malleable. This provides a theoretical basis for the assumption that the film Relationships With Other People can bring about attitudinal change in individuals concerning human relations. Secondly, the experimental treatment method used by Rokeach (1971) to produce affective change in Ss may be in some ways similar to the treatment of the film, print based material and instruction found in this study. As in Rokeach's study, Ss in the present experiment may become aware of inconsistencies in their own value system through exposure to the treatment. Thus, Rokeaches' theoretical and experimental findings may be used as a basis for both hypothesizing and understanding possible changes in interpersonal relationship skills as a result of the present treatment.

The measuring instrument for attitude change used in this study is a semantic differential scale, first proposed by Osgood, Suci, and Tanenbaum (1957). This technique is a system of rating several concepts on a variety of scales, using a series of choices. It is important to note that while it is generally refered to as the semantic differential scale or test, the semantic differential is actually a "generalizable technique of measurement" (Osgood et al, 1957, p. 76), which can be applied to any subject matter or set-of concepts. Because the test maker actually chooses the concepts and scales, validation of such a test, as in the criterion referenced test, cannot directly be obtained by reference to other studies.

The semantic differential method is designed to measure affective reactions to ideas, objects, events, and people by the use of a seven step linear rating scale with opposing (polar) adjectives at either end. An example of a semantic differential scale is as follows:

Hot ____: ____: ____: ____: ____: ____: ____: Cold

The Ss taking the test would rate concepts by placing a check in the appropriate blanks of a number of such scales, each having different sets of contrasting affective adjectives. Examples of concepts to be ranked might be; mother, people, or home. The adjectives used in the scales are in three major dimensions; 1) evaluative (good-bad, fair-unfair, honest-dishonest), 2) potent

(strong-weak, large-small, hard-soft), and 3) active (fast-slow, alert-listless).

Due to the nature of this method of testing, objectivity in the evaluation of the test is assured regardless of the scorer. Reliability and validity however are more difficult to assess as the test items vary according to the purpose and content matter to be tested. Osgood and others (1957) have shown using various semantic differential scales that the reliability of the technique hovers around the highly acceptable level of .85. As far as the reproducibility of item scores is concerned, Osgood has found average variation to be slightly less than one place in a rank of seven. Additionally, the face validity of the technique is quite good, and as Osgood states;

> Throughout our work with the semantic differential we have found no reason to question the validity of the instrument on the basis of its correlation with the results to be expected from common sense. (p. 41)

Nickols and Shaw (1964) and Heise (1969) however, suggested slight problems with the semantic differential technique. Perceived social desirability associated with certain topics may affect the responses to some degree. Nichols and Shaw (1964) suggest that there is more sensitivity to social repercussions of certain responses when the object being rated is salient. Ford and Meisels (1965) supported this hypotheses of social desirability effect in the evaluative dimension of the scaling. No further research has

pursued the validity or degree of this effect on the semantic differential and further evidence is needed if tests are to be constructed accordingly. Other areas for concern which have been expressed regarding the semantic differential are individual differences in size and character of semantic space and the different scale checking characteristics (response styles) of different Ss (preference for endpoints or midpoints) (Edwards, 1953; 1957; Peabody, 1962).

In spite of the numerous studies in the past decade criticizing the semantic differential technique of measurement on different accounts, it has proven itself as one of the most useful tools available for assessment of attitude. As Heise (1969) states:

> The "successful" profile for the SD (semantic differential) remains after more than ten years of additional studies and applications. The SD has become a standard and useful tool for social psychological research.
>
> There is probably no social psychological principle that has received such resounding cross-group and cross-cultural verification as the EPA (evaluative, potent, active) structure of SD ratings. Furthermore, few traditions of research are associated with comparable productivity or with the richness of findings that has developed via SD applications. (p. 421)

Summary of the Literature

No literature has been found specifically relating to the total objectives of this study; that is, to assess what kind of student learns best under what kind of instructional treatment in the acquisition of interpersonal relationship skills. It has therefore not been possible to support directly the hypotheses listed in

Chapter I by specific and comprehensive research studies. Instead it has been necessary to draw isolated support for various aspects of the hypotheses from many studies in varied fields of education and psychology. Studies in the field of educational psychology suggested that most previously used methods of teaching interpersonal relationship skills result in learning gains, but differences between the results of various methods are not clear. Research in educational technology however, clearly supports the multimedia approach for effectiveness in the treatment of most subject matter, and specifically that greater learning takes place when films and/or television are used in conjunction with other traditional methods of teaching. Aptitude treatment interaction research has resulted in inconsistent data, but suggests that some learner aptitudes do significantly interact with different instructional methods and that much more research is needed in the area to clearly define such relationships for practical application in education. These general findings of research have provided the grounds for the present study's design and hypotheses. Additional research cited on the CPI, semantic differential, and criterion referenced test have supplied supportive material for the instrumentation necessary to implement the study.

Chapter III

METHODOLOGY

Introduction

The number of research questions posed by previous studies concerning interpersonal relationship skills, instructional technology, and aptitude treatment interactions reviewed in the preceding chapter, result in a large number and variety of research hypotheses for the present investigation. Rather than design and conduct a number of single factor experiments fulfilling the objectives of this study independent of one another, a multifactor design was selected so not only could several individual hypotheses be tested simultaneously, but possible interaction effects between factors could also be seen. Attempts were made throughout all aspects of the design and methodology of the experiment to maximize experimentally manipulated variances and minimize extraneous variance in order to most reliably test the stated hypotheses. The following sections of this chapter fully describe this methodology and the techniques used for the necessary controls.

Research Design

Considering the dimensions and variables from previous literature related to the present objectives, a 3 X 3 X 2 multifactor

research design was employed (See Figures 1 and 2). In order to most accurately identify the treatment effect, three treatment levels were administered along with a non-treatment control group. The three experimental treatment groups were given markedly different degrees of instruction in interpersonal relationship skills in an attempt to maximize differences and identify trends or interactions with other variables. The treatment groups were: 1) presentation of a 30 minute film, 2) film presentation and print based materials, and 3) film presentation, print based material, and classroom instruction sessions. The 30 minute color film Relationships With Other People was used in all three of the treatment groups. (See Apendix A for film script). Print based material used in both Groups 2 and 3 consisted of a four section packet of printed materials and exercises related to the film. (See Apendix B) Section A of the print based materials was a sequenial list of the film captions, consisting of questions with multiple choice answers. Subjects receiving the print based material were instructed to use the section during the film presentation and therefore were provided with greater opportunity for active participation and interaction with the film content matter. Section B consisted of a series of independent exercises designed to strengthen and expand upon the major concepts of the film. Section C was an exercise designed to allow self evaluation of cognitive concepts covered in the film.

DEPENDENT VARIABLES

Cognitive Change Criterion Referenced Test				Affective Attitude Change: Semantic Differential Scale					
2nd Post	Post	Pre		2nd Post	Post	Pre			TREATMENTMENT AND GROUPS (Independent Variable)
						1	Lo	Sy	Film Only
						2	Hi	Sy	
						3	Lo	Ai	
						4	Hi	Ai	
						5	Lo	To	
						6	Hi	To	
						7	Lo	Sy	Film & PBM
						8	Hi	Sy	
						9	Lo	Ai	
						10	Hi	Ai	
						11	Lo	To	
						12	Hi	To	
						13	Lo	Sy	Film PBM & Instruction
						14	Hi	Sy	
						15	Lo	Ai	
						16	Hi	Ai	
						17	Lo	To	
						18	Hi	To	
						19	Lo	Sy	(Different Film)Control
						20	Hi	Sy	
						21	Lo	Ai	
						22	Hi	Ai	
						23	Lo	To	
						24	Hi	To	
						← Group Number			

Figure 1: Design Cells from Dependent and Indenpendent Variables

		Group 1 Film Only	Group 2 Film & PBM	Group 3 Film, PBM & Instruction
Sy	Hi			
	Lo			
Ai	Hi			
	Lo			
To	Hi			
	Lo			

Figure 2: Independent Variables in Experimental Design

Section D consisted of a list of bibliographic sources for further independent reading on interpersonal relationship skills. Classroom instruction administered to Group 3 consisted of four one hour sessions on interpersonal relationship skills conducted during the one month period following films and print based material treatment. The control group received only a non-related film Good Grooming on treatment day.

To best identify possible aptitude treatment interactions, three appropriate scales of the California Psychological Inventory were used as independent classificatory or personological variables (Sy, Ai, and To scales). Each of these three personological variables were divided into high and low level, and to maximize the difference between these two levels, the high level was operationally defined by the highest one-third of the test scores and the low level was operationally defined by the lowest one-third of the test scores.

In addition to these dimensions of the independent variables, two temporally separate posttests and two different methods of measuring changes in interpersonal skills (criterion referenced test and semantic differential test) were used as dependent variables to measure pre-post treatment differences. The second posttest, one month after the treatment (Table 1, p 7), was administered in order to measure the effect of formal classroom instruction on interpersonal relationship skills in Group 3, as compared to other

groups, and to measure differences in retention of interpersonal skills in all three groups. The second posttest additionally served to control somewhat for Hawthorne effect possibly created by the first posttest being given on the same day as treatment and pretest. The two measures of interpersonal relationship skills, affective (semantic differential test) and cognitive (criterion reference test), were selected as dependent variables in order to assess total changes as a result of the highly value-oriented subject matter of the treatment conditions.

Population and Sample

The target population of this study was 113,400 students involved in Regional Occupational Programs (ROPs) in the state of California. These programs are conducted in public high schools throughout the state and are available to students of every ethnic background, intellectual capacity, and socio-economic level. Although the programs are available to all students, the actual students who participate in ROPs may have characteristic differences from the total population of high school students. Since the ROP courses offered are primarily skills training programs in anything from auto mechanics to health professions to insurance and investments, the students enrolling in these programs may be more career oriented and of a more pragmatic nature. An ROP S's assumed interest in careers was a factor in choosing ROP students as the film was also developed to interest youth in career preparation. (See Apendix

C on career education). This is not to suggest however, that ROP students are less interested in college preparation or that fewer ROP students go on to attend college. Although the nature of the ROP programs suggests certain possible qualities of its participants, no studies have been found comparing ROP students to non ROP students to substantiate such suppositions.

Among the sixty five ROP sites in the state of California, three were selected for this study because of their availability, willingness to cooperate, and geographical location; Sacramento, Fremont-Newark, and Long Beach. In addition, the treatment groups had to be located at an ROP site that had appropriate video-cassette players and viewing equipment available.

The experimentally accessible population (EAP) consisted of three ROPs in California. Groups 1 and 2 were taken from the Fremont-Newark ROP, Group 3 the Long Beach ROP, and Group 4 the Sacramento ROP. For practical as well as experimental control reasons groups 1 and 2 were taken from two different high schools within the Fremont-Newark ROP. Sixty two 10th and 11th grade Ss were randomly selected from a total of 215 students involved in a total of five ROP courses in the C. K. McClatchy Senior High School in the Sacramento ROP for use as the experiment's control group.

There were 2615 students in the total Sacramento ROP. The ethnic/racial composition of this EAP was; 80.5 percent Caucasion, nine and one half percent Mexican American, six percent Black, and

four percent Asian.

Group 1 consisted of 59 Ss randomly selected from a total of 604 students enrolled in twelve ROP courses at American High School in Fremont-Newark, and Group 2 consisted of 60 10th and 11th grade Ss randomly selected from 451 students enrolled in nine ROP courses at John F. Kennedy High School in Fremont-Newark. Groups 1 and 2 were taken from separate schools within the Fremont-Newark ROP in order to avoid possible contamination effect between the two treatment groups.

There were 1640 students in the total Fremont-Newark ROP. The ethnic/racial composition of this EAP was; 89 percent Caucasion, nine percent Asian, one percent Black and one percent "other non-white".

Experimental Group 3 consisted of 64 10th and 11th grade Ss randomly selected from 400 students enrolled in eleven ROP courses at the Jordan High School, Long Beach.

There were 400 students in the total Long Beach ROP. The ethnic/racial composition of this EAP was; 74 percent Caucasion, 14 percent Black, nine percent Mexican American, and two percent Asian.

The total sample size of the combined groups was 245 Ss randomly selected from a combined ROP student population (EAP) within the three areas of 5,655. Even though having the different experimental and control groups in different locations according to

treatment possibly may introduce some uncontrolled differences between groups, it provides some controls and advantages. Positive effects of different geographical location include: 1) a better sample of the total ROP population is used, 2) interaction between groups is minimized, eliminating treatment contamination factors, and 3) the classroom instruction involved in Group 3 treatment could be conducted by the same instructor eliminating otherwise possible differences in teacher effectiveness. All three areas used for sampling were middle class suburban populations with only slightly varying ethnic compositions with total minorities ranging from 12 - 25% of the total population.

Ss in each location were selected randomly among the total ROP students in the school who were present at the time of personality testing and who would be present for at least one and a half months for the pretest, treatments, and both posttests. This eliminated only ROP students who were absent present[illegible]r would be absent due to work study programs. Some ROP programs [illegible]ovide initial classroom didatic training followed by actual work experience in the field. A slight reduction of the original number of Ss obtained during pretesting occurred as a result of absenteeism during treatment day and the second posttest. As only Ss who were present for all treatments were included in this study, absenteeism at each of the four test sites accounted for the final number of 55 for group 1, 51 for group 2, 53 for group 3, and 51 for group 4.

A fairly equal distribution of sex existed in the remaining Ss: 49% male and 51% female.

Instrumentation

The three personological variables investigated in this study, Sociability, Achievement via Independence, and Tolerance, were measured by the appropriate scales of the CPI (Gough, 1969). The complete CPI consists of 18 scales and a total of 480 items in random order. The three scales needed in the present study consisted of 84 questions which were extracted from the standard CPI in the order that the items originally appear so as to preserve the random sequence (see Appendix D). Subjects indicated their answers on a standard true-false answer sheet (See Appendix E) which was hand scored using separate keys for each of the three scales.

Cognitive learning as a result of the respective treatments was measured by an experimenter-made pilot tested, twenty item multiple choice criterion referenced test (See Appendix F). Each item contained four choices which were randomly ordered. The test was submitted to a panel of individuals experienced in test construction for appropriate recommendations and alterations in items, wording, and punctuation, prior to and following pilot testing.

Affective changes as a result of the treatments were measured by an eight concept experimenter constructed semantic differential test (See Appendix G). Results from pilot-tests which consisted

of an initial trial with four concepts and second trial with thirteen concept tests were evaluated. Recommendations from the panel of test construction experts resulted in a final eight concept test. Each concept was ranked on a seven step scale for nine sets of polar adjectives randomly ordered according to their positive-negative value. One page of instructions and examples preceded the test items and verbal explanation and needed clarification was given with the test. The semantic differential test was also a paper and pencil test and was hand scored following administration.

Pilot Testing

Pilot testing the experimental procedures was conducted for two reasons. Firstly, the experimenter made instruments, the semantic differential test and the criterion referenced test, were administered to pilot Ss to test their validity. Secondly, pilot testing allowed a dry run experience of the procedures for prior detection of experimental difficulties of controllable sources of extraneous variance. Pilot testing was conducted at the Fremont-Newark ROP in two different sessions using different groups of 10 Washington High School Ss from summer school and Fall 1974 semester. The pilot tests were conducted at a different high school than those which served later as the treatment group population.

Both pilot test groups took the 84 item CPI (Sy, To, and Ai) semantic differential test, and the criterion referenced test prior

to viewing the treatment film, and then again took the semantic differential test and the criterion referenced test following the film. Pilot Ss were found to be able to take the CPI with minimal help from the E. Only a small number of items were questioned due to a difficulty in the choice between true and false responses, and readability was concluded to be acceptable.

The written instructions for the semantic differential test were found to be a point of confusion with the first pilot group. Verbal reading of the instructions as well as further explanations concerning semantic ratings were found necessary and adequate in the second pilot testing. The first semantic differential test consisted of only four concepts, all of which showed the desired positive shift in attitude as a result of seeing the film. The test for the second pilot group however, was expanded to thirteen concepts (9 new items and the 4 from the first pilot test) and showed the desirable shift in attitudes on only 8 items. The non-discriminating items were eliminated and the remaining 8 served as the final semantic differential test.

The criterion referenced test given to the first pilot group resulted in a mean score of 12 of 20 correct prior to treatment and 15 of 20 correct in the post-treatment test. The test was revised by making the items more specific to the film content for the second pilot group in order to maximize the discriminating power of the test's measure of treatment effect. Ideally, a test for this pur-

pose should be of sufficient difficulty so that Ss score low on the pretest before treatment and show improvement on the posttest following treatment. Mean posttest scores however, should not approximate the perfect score as there must be adequate room left at the upper end of the scoring continuum to show possible learning effects of the additional treatments (print based material and classroom instruction). The second pilot test Ss showed a pretest mean on the revised test of 6 and a mean of 14 on the posttest. The results of the second posttest fulfilled the criteria for an appropriate instrument by which to compare the treatment groups, and after a final submission to the panel of educators experienced in test construction for minor changes, the test was administered in the experimental procedures.

Procedures

The experimental procedures took place between October 1 and December 10, 1974, and utilized high school ROP students in the Fall term of their 10th or 11th grade year. (See Table 1, p 7 for the experimental timetable). Ss were randomly selected in the manner described earlier and were first administered the personological aptitude measures, Sy, To, and Ai. Subjects were given the 84 item CPI in a blind control by a state department of education administrator not to be involved in the later experimental procedures. The same administrator conducted the CPI testing at all sites,

experimental and control, and described the test as "a standard test given randomly to students throughout the state to help determine the needs of high school students". No mention was made of the actual experiment and the proceedings to follow in 2 weeks. All testing and treatment procedures were conducted during regular school hours in groups of 24-30 Ss using local school classrooms. The Ss were given time away from their regular ROP class for this purpose.

Pretesting, treatment, and posttesting were all administered to the Ss on the same day within a 1 hour period. Local volunteer ROP administrators from each area conducted the experimental procedures in their respective schools. Subjects were first given the materials for the semantic differential test and the criterion referenced test and the following standard explanation for the purpose of the testing:

> We are testing a new program which may be included in our school systems in the future. Today, you will be helping us to determine its effectiveness by watching a part of the program on video tape. Before seeing the tape though, we would like you to take these brief tests so that we can find out how much you already know about the subject matter.

The instructions for the multiple-choice criterion referenced test were given by simply identifying the test questions and the answer sheet and explaining that the best of the four possible choices for each item should be selected and indicated on the answer sheet. The instructions for the semantic differential test

were then read aloud to the group and an example of concept rating was demonstrated on the board. Brief questions concerning the instructions were answered and the Ss were allowed to procede.

Upon completion by all Ss of the two pretests, the materials were collected and print based material was distributed only in Groups 2 and 3. The Ss in group 1 had no knowledge of the existence of associated print based material. The Ss in Groups 2 and 3 were told to follow along in part A of the print based material during the video presentation. The Ss in all three experimental groups were then shown the 30 minute film, Relationships With Other People, and a standard large screen color television monitor. Following the presentation all Ss were given the posttest materials and asked to complete the tests again. In Group 1, after all posttests were completed and collected by the E, the Ss were thanked for their cooperation and told that the experiment was finished. Group 2 Ss were also thanked at this time but told to keep the print based materials given to them earlier and to study it on their own time. Subjects in Group 3 were also told to keep the print based material and study it independently and also that there would be four additional classroom sessions in the following 4 weeks covering the print based material dealing with interpersonal relationship skills. No mention was made to any of the groups about the second posttest to be given 1 month later.

The classroom instructions which then followed for Group 3 were conducted by the same ROP administrators who performed the

pretest, treatment, and posttest for that group. He was an experienced teacher and counselor with 12 years of experience in these skills and had had some experience teaching an ROP program entitled, "Public Service Occupations". The Group 3 instructor can be described as highly motivated in the present study due to personal interest in the experimental content and objectives. Between the first and second posttest, Group 3 met three times with their instructor for classroom lecture and discussion based on suggested material in the print based material, and one time for a guest lecture presentation by an official with the Los Angeles County Parks and Recreation Department speaking on the importance of positive interpersonal relationships in public service positions.

One month after treatment day all groups were again allowed time from their regular ROP classes to take the same semantic differential test and criterion referenced tests as a second posttest. This posttesting was again performed by the same local ROP administrator in each area.

The control group was given the same sequence of treatment and testing as Group 1, except a 30 minute film Good Grooming (Pascal, 1975) was shown in place of the treatment film, Relationships With Other People. The two films were of equal quality as they were made in the same USOE funded series, but the film Good Grooming contained no direct or intentional material on interpersonal relationship skills.

Data Collection and Processing

Tests were all hand scored and hand tabulated and the raw data put through the Statistical Package for Social Sciences (SPSS) computer program at the University of Pacific computer system, Stockton, California.

The subprograms used in the SPSS were the Pearson Correlation, Analysis of Variance, and basic descriptive statistics;(means, modes, kurtosis, median, variance, range, standard error, standard deviation, skewness, deciles, quantiles and sample size). Multiple comparisons were analyzed using the Scheffé statistic. The Scheffé F statistic which uses planned orthogonal comparisons (POC) was chosen to analyze the expected outcomes of the multiple comparisons. Planning ahead (a priori hypotheses) with POC gives a lower critical value and yields more statistical power. Scheffé is a conservative multiple contrast statistic in that it minimizes the probability of making a Tyoe I error. In addition, the BIOMED 05V program was used for analysis of group, level, and their interaction effects.

Statistical Analysis

Ten analysis of covariances (ANCOVAs) were used to calculate the possible main effects of the experimental groups, and personological levels, and their possible interaction effects. ANCOVAs were performed for the Sy variable on all three semantic differential test administrations: Posttest 1 - Pretest, Posttest 2 - Pretest,

and Posttest 2 - Posttest 1. ANCOVAs were also performed for the Ai variable on all three criterion referenced test administrations: Posttest1 - Pretest, Posttest 2 - Pretest, and Posttest 2 - Posttest 1. On the To variable, four ANCOVAs were conducted; two on the criterion referenced test (Posttest 1 - Pretest, and Posttest 2 - Pretest), and two on the semantic differential test (Posttest 1 - Pretest, and Posttest 2 - Pretest). The covariable in all 10 ANCOVAs was the initial test in the comparison (i.e., in a Posttest 1 - Pretest ANCOVA, the Pretest is the covariable). Hypotheses 1-6, dealing only with group effect used the most conservative F value from the appropriate ANCOVAs.

In order to statistically examine the effects of the multiple comparisons found in Hypotheses 8-14, the conservative Scheffé F was employed. For Hypothesis 7 a Pearson Product Moment Correlation Coefficient subroutine from the SPSS computer program was used.

Limitations

Limitations inherent in any study involving people in their natural environment are too numerous to discuss here. The number of uncontrollable variables in the differences between people and in the different influences which may be encountered before and during the experimental period are inconceivable. It is not possible, nor ethical, to control the lives of human Ss to the extent necessary to insure scientifically accurate data. However, proper

random sampling when possible, designed to maximize the treatment effect and minimize the effects of extraneous variables, and appropriate and rigorous statistical procedures for analysis of the data, can help reduce the effect of these uncontrolled variables. The present study was designed to maximize the experimental variance, control the extraneous variance, and minimize the error variance, but due to practicalities which were necessary to face, a few areas of weaknesses in the study resulted. Firstly, it was necessary to hand select the ROPs which were to be used rather than randomly select them from the 65 total ROPs. The ROPs usable in this study were limited to those which had a three quarter inch cassette video playback unit and color monitor in order to administer the treatment, and those ROPs which were cooperative and willing to assist in the conduct of the experiment. Additionally, it was not possible for the same E to administer the treatments at all ROP sites, so experimental groups were assigned to available areas and volunteer ROP administrators in each area served as the E for their group. This created a possible source for differences in the groups other than through the groups' respective treatments.

Certain other limitations may be detected in specific aspects of the experimenter made test instruments or areas of the design, but it is felt that the design adequately controls for the most obvious and significant extraneous variance.

Chapter IV

ANALYSIS AND FINDINGS

Introduction

The three previous chapters have been concerned with the definition of the problem, review of the literature related to the problem, and the experimental and design procedures used to investigate the problem. The purpose of the present chapter is to present a summary of the data with its statistical treatment, its bearing on the hypotheses, and an objective interpretation of the findings. The results will first be summarized in an overview and then presented in detail with respect to each hypothesis. Interpretation and evaluation of the data will be presented in the final section of the chapter in order to separate it from the purely empirical data. Raw data tables can be found in Appendix H.

Overview of the Findings

Results from the analyses of covariance indicate that the sum of treatment group Ss showed significantly greater changes in the semantic differential test (SDT) and the criterion referenced test (CRT) than the non-treatment control group Ss on both posttest measures. (SDT posttest 1 - pretest: $F(3,197)=10.8$, $p<.01$; SDT posttest 2 - pretest: $F(3,197)=39.4$, $p<.01$; CRT posttest 2 - pretest: $F(3,197)=70.9$, $p<.01$).

Differences between the three treatment groups were only significant in the posttest 2 - pretest measures (see Tables 2 and 3). Cognitive

changes in interpersonal relationship skills measured on the second criterion referenced posttest were found to be in direct relationship with the amount of treatment (Group 3 showed significantly greater changes than Group 2; $F(3,197)=13.5$, $p<.01$; and Group 2 showed significantly greater changes than Group 1, $F(3,197)=6.2$, $p<.01$). Affective changes on the semantic differential second posttest however showed no significant difference between Group 3 and Group 2 ($F(3,197)=1.43$) but significant differences between Group 2 and Group 1 ($F(3,197)=2.62$, $p<.05$). See Tables 2 and 3 for a summary of the group mean differences.

Table 2

Mean Change Scores; Affective Learning

	Semantic Differential Test (SDT)		
	SDT 2 - SDT 1	SDT 3 - SDT 1	SDT 3 - SDT 2
Group 1	X = 38.1 SD = 35.3	X = 13.0 SD = 24.4	X = -25.1 SD = 28.1
Group 2	X = 38.3 SD = 33.0	X = 34.2 SD = 38.5	X = - 4.1 SD = 31.4
Group 3	X = 27.2 SD = 36.3	X = 47.0 SD = 47.5	X = 19.8 SD = 48.9
Group 3	X = -2.4 SD = 21.7	X = -3.0 SD = 21.0	X = -0.6 SD = 18.7

Table 3

Mean Change Scores; Cognitive Learning

	Criterion Referenced Test (CRT)		
	CRT 2 - CRT 2	CRT 3 - CRT 1	CRT 3 - CRT 2
Group 1	X = 5.18 SD = 3.51	X = 2.06 SD = 2.36	X = -3.13 SD = 2.96
Group 2	X = 5.96 SD = 3.76	X = 4.67 SD = 3.84	X = -1.39 SD = 4.99
Croup 3	X = 5.33 SD = 2.97	X = 7.94 SD = 3.76	X = 2.61 SD = 2.97
Group 4	X = -0.49 SD = 2.22	X = -0.26 SD = 2.37	X = 0.23 SD = 1.95

Analysis of covariance also indicates that the level main effects of Sy, Ai and To variables were significant on the second posttest - pretest measures, and in the case of Sy, was significant on the first posttest - pretest measure also. (see Tables 4-7 for main effect F values).

Only two aptitude treatment interactions showed statistical significance and both were found between level of Ai and treatment group. A significant interaction of $F(6,197)=4.1$, $p<.01$, was found between Ai and treatment on the criterion referenced test second posttest - pretest measure, and a significant interaction of $F(6,197)= 4.46$, $p<.01$, was found on the criterion referenced second posttest - first posttest. Both interactions show that change in cognitive learning in Groups 1 and 2 increased with level of Ai, while in Group 3 the cognitive changes were similar for all levels of Ai (see Figures 3 and 4). No other significant aptitude treatment interactions were found. Tables through summarize the findings of the treatment and personological effects in appropriate ANCOVA tables.

Table 4

ANCOVA F Values for the SY Dimension

on the Semantic Differential Test (SDT)

	d.f.	SDT2-SDT1 F	SDT3-SDT1 F	SDT3-SDT2 F
Treatment Group	3	10.83*	18.95*	16.36*
Sy Level	2	6.11*	5.63*	1.96
Group x Level	6	0.65	0.89	0.59

*$p < .01$

Table 5

ANCOVA F Values for Ai Dimension on

the Criterion Reference Test (CRT)

	d.f.	CRT2-CRT1 F	CRT3-CRT1 F	CRT3-CRT2 F
Treatment Group	3	49.1*	83.7*	54.7*
Ai Level	2	0.51	10.1*	12.6*
Group x Level	6	1.36	4.1*	4.46*

*$p < .01$

Table 6

ANCOVA F Values for TO Dimension on

Semantic Differential Test (SDT)

	d.f.	SDT2-SDT1 F	SDT3-SDT1 F	SDT3-SDT2 F
Treatment Group	3	12.97*	16.77*	-----
To Level	2	1.61	8.10*	-----
Group x Level	6	0.97	1.05	-----

*p<.01

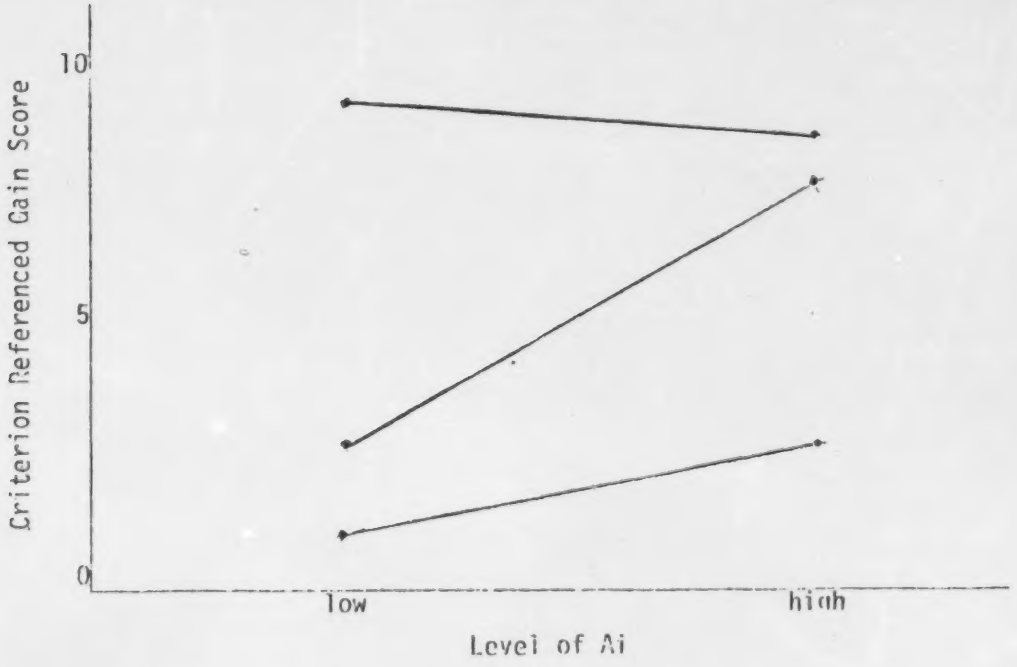

Figure 3. Ai Treatment Interaction; CRT 3 - CRT 1

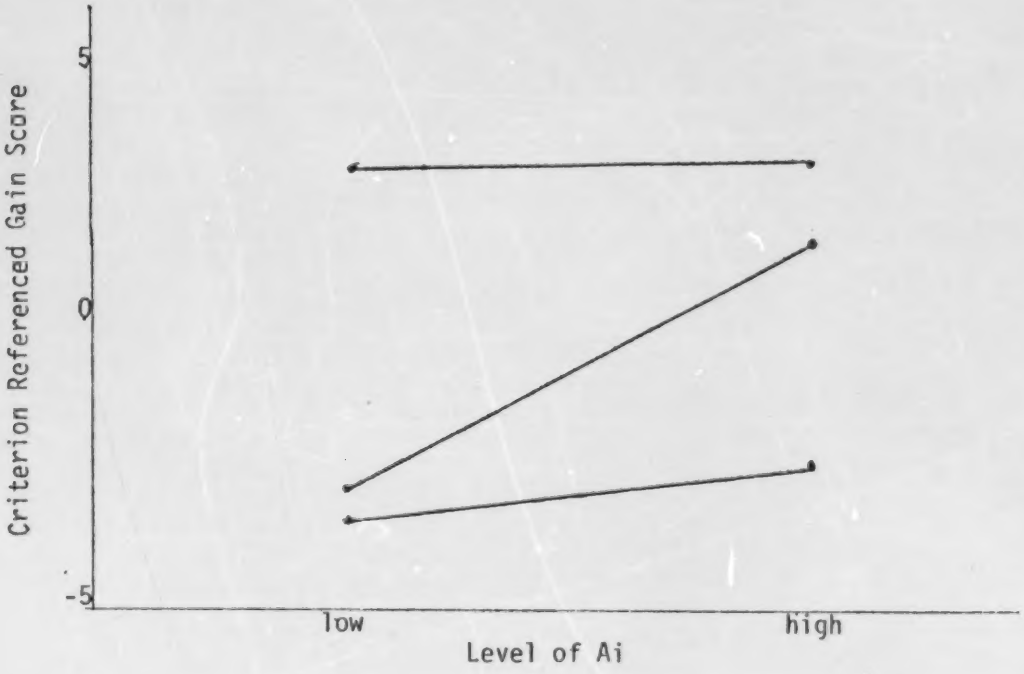

Figure 4. Ai Treatment Interaction; CRT 3 - CRT 2

Table 7

ANCOVA F Values for To Dimension on

Criterion Reference Test (CRT)

	d.f.	CRT2-CRT1 F	CRT3-CRT1 F	CRT3-CRT2 F
Treatment Group	3	39.45*	70.9*	-----
To Level	2	2.74	7.35*	-----
Group x Level	6	0.18	1.90	-----

*p .01

Data for Individual Hypotheses

In this section data needed for hypotheses testing will be presented in Figures 5 through 10. Following each figure the relevant hypotheses will be discussed in relation to the data. Figure 5 refers to data for Hypotheses 1, 2 and 3.

The differences between Group 1 Ss and Group 4 Ss on both criterion referenced posttest measures (posttest 1 - pretest and posttest - pretest 2) can be seen in Figure 5. The differences were found to be significant on both accounts, $F(3,197)=32.6$, $p<.01$, and $F(3,197)=6.05$, $p<.01$ respectively. Therefore Hypothesis 1, predicting greater positive change in Group 1 than Group 4 on the criterion referenced test is rejected in the null form for both posttest 1 and 2.

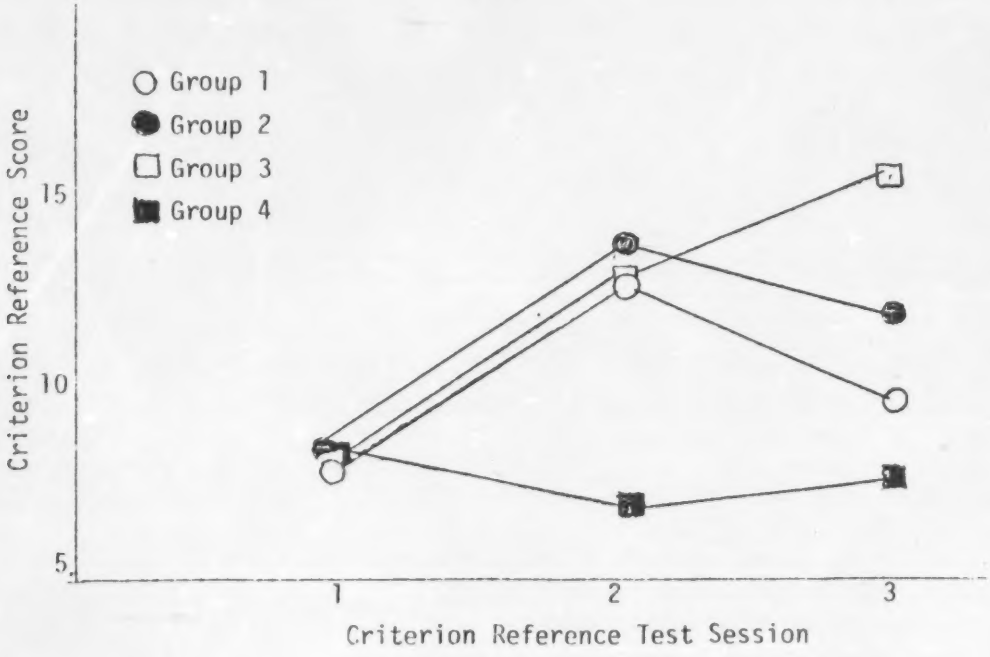

Figure 5. Compared Treatment Group Performance on the Criterion Referenced Test

Hypothesis 2, predicting greater positive changes in Groups 2 and 3 on the criterion referenced test than Group 1 was accepted in the null form for posttest 1 - pretest, and rejected in the null form for posttest 2 - pretest. Differences were not significant between Groups 2 and 1 ($F(3,197) = .60$) and between Groups 3 and 1 ($F(3,197) = .03$). (see Figure 5), on posttest 1 - pretest. Groups 2 and 3 however, both showed significantly greater change ($F(3,197) = 7.53$, $p<.01$; and $F(3,197) = 38.3$, $p<.01$ respectively) than Group 1 on the second posttest.

Figure 5 also illustrates the difference between Group 3 and Group 2 in cognitive changes on posttest 2 - posttest 1. This difference was found to be significant to the $p<.01$ level ($F(3,197) = 20.9$). Therefore Hypotheses 3 predicting greater cognitive change in Group 3 as compared to Group 2 on the second posttest - posttest 1 is rejected in the null form.

Figure 6 refers to the data concerning Hypotheses 4 through 6.

As seen in Figure 6 , Group 1 showed greater changes in the semantic differential test than Group 4 on the first posttest - pretest only, and showed no differences on posttest 2 - pretest. Hypotheses 4 predicted Group 1 to show significantly greater positive change on the semantic differential test than Group 4 on both posttest measures. Consequently, the null form of the hypothesis is rejected for posttest 1 - pretest ($F(3,197) = 15.3$, $p<.01$) and accepted for the posttest 2 - pretest ($F(3,197) = 2.30$).

Figure 6 shows the greater change in semantic differential score of

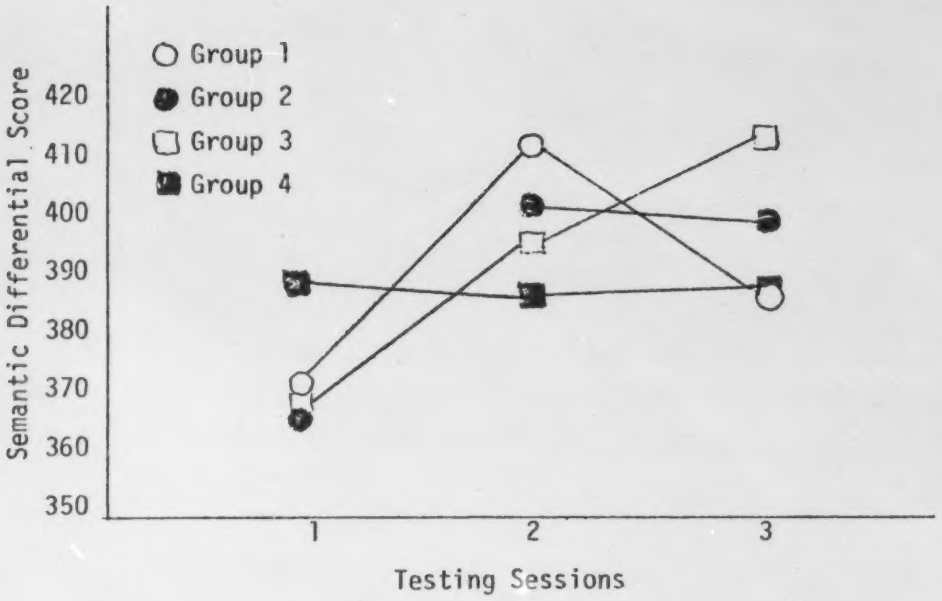

Figure 6: Compared Treatment Group Performance on the Semantic Differential Test

Group 1 on the first posttest - pretest and the significantly lower Group 1 scores on the second post test - pretest in comparison to Groups 2 and 3. Hypothesis 5 predicted that the changes in semantic differential posttests scores of Group 2 and 3 would be significantly greater than that of Group 1, and is therefore accepted in the null form for posttest - pretest 1 ($F(3,197) = .0002$ for Group 2 versus Group 1; and $F(3,197) = 1.10$ for Group 3 versus Group 1) and rejected in the null form for posttest - pretest 2 ($F(3,197) = 3.94$, $p<.01$ for Group 2 versus Group 1; and $F(3,197) = 10.16$, $p<.01$ for Group 3 versus Group 1).

Hypothesis 6 is rejected in the null form and the results supporting this can also be seen in Figure 6. The hypothesis predicted that Group 3 changes in semantic differential scores would be significantly greater than that of Group 2 on the second posttest - pretest 1. This difference was found to be significant to the $p<.01$ level ($F(3,197) = 5.07$).

Figure 7 represents the observed data of the groups as it pertains to Hypotheses 7 through 10 regarding the CPI SY classification of Ss.

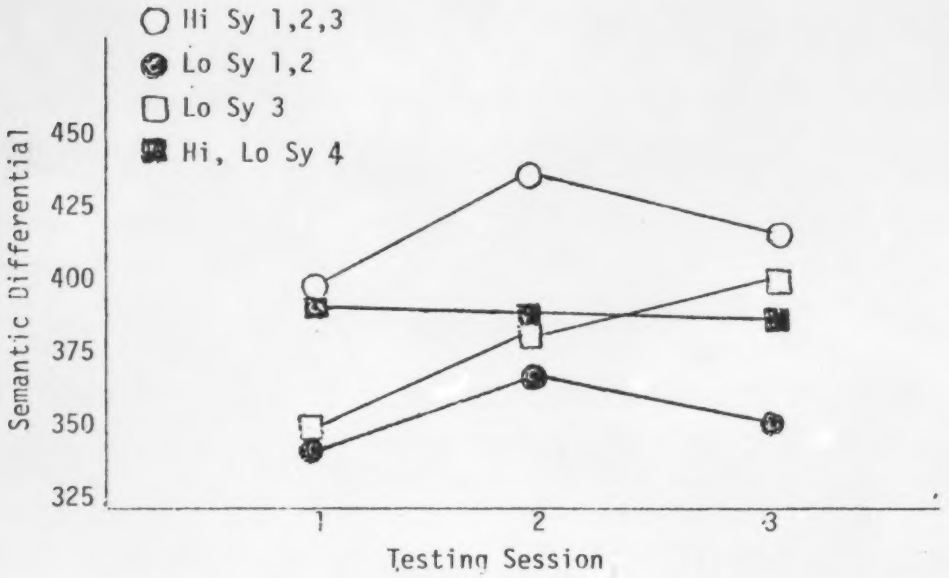

Figure 7: Observed Data on Three Test Sessions of Semantic Differential as a Function of Ss Prior Sociability

Hypothesis 7 predicted a positive correlation between high Sy scoring and those showing high scores on the semantic differential pretest. The Pearson correlation coefficient was found to be significant at $r = .34$ ($p < .01$). Figure 7 illustrates the difference between the high Sy Ss and

the low Sy Ss in relation to their semantic differential pretest scores. The null form of the hypothesis is rejected.

Hypothesis 8 states the prediction that high Sy scoring Ss of all three treatment groups would show significantly greater changes in semantic differential scores than the high and low Sy Ss in control Group 4. Differences were significant for posttest - pretest ($F(11,197) = 4.17$, $p<.01$) and also significant for posttest - pretest 2 ($F(11,197) = 1.78$, $p = .05$). Therefore, the null form of the hypothesis is rejected for both posttest - pretest 1 and posttest - pretest 2. Figure 7 illustrates these group differences.

Low Sy scoring Ss in treatment Groups 1 and 2 showed no significantly greater changes in the semantic differential scores than high Sy Ss in Groups 1, 2, and 3 as illustrated in Figure 7 ($F(11,197) = .06$ for posttest - pretest 1; and $F(11,197) = .09$ for posttest - pretest 2). Hypothesis 9, predicting a significant difference between these groups is then accepted in its null form.

Hypothesis 10, predicting low Sy Ss of Group 3 to show greater changes on the semantic differential second posttest - pretest 1 than low Sy Ss in Group 1 and 2 was also accepted in the null form. Although the observed differences in Figure 7 appear to support Hypothesis 10, the differences were not significantly different. ($F(11,197) = 1.02$).

Figure 8 illustrates the data relating to Hypothesis 11 and 12 regarding the classificatory variable Ai.

Although Figure 8 illustrates some differences in criterion re-

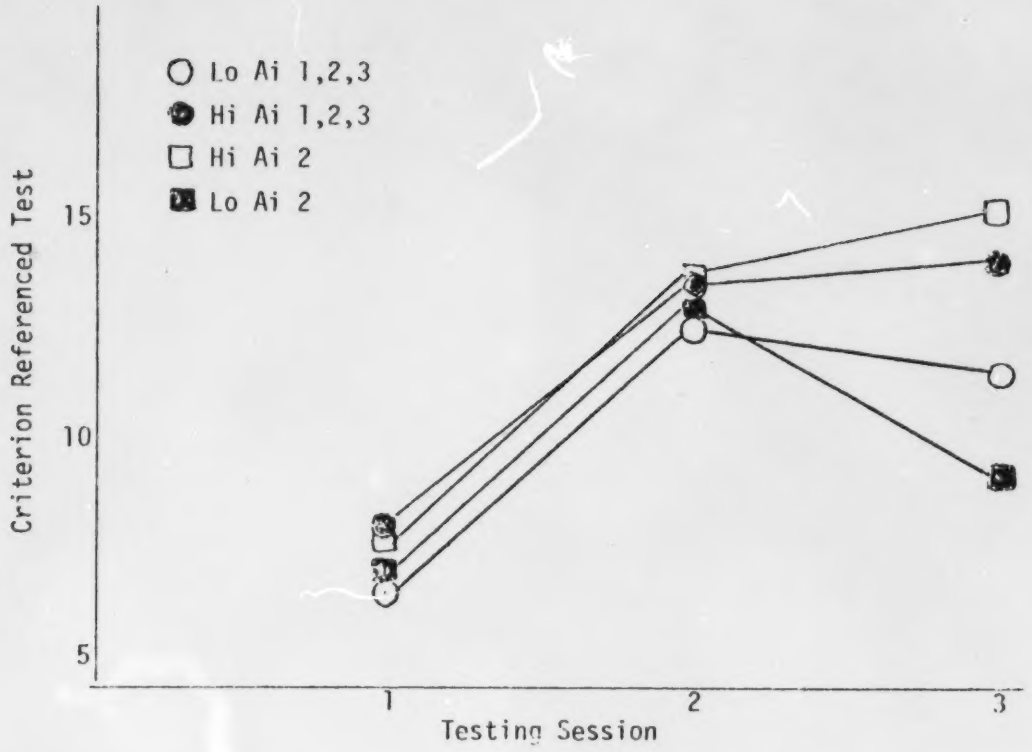

Figure 8: Observed Data of Three Criterion Referenced Tests as a Function of Achievement via Independence

ferenced test changes between high and low Ai Ss of the combined Groups 1, 2, and 3, particularly on posttest 2 - pretest, these differences are not significant statistically ($F(11,197) = .21$). Hypothesis 11, predicting greater cognitive growth in the high Ai Ss is accepted in the null form.

Hypothesis 12, predicting significantly greater changes in criterion referenced test scores of high Ai Ss within Group 2 than low Ai Ss in the group is accepted in its null form for posttest 1 - pretest ($F(11,197) = .01$) and rejected in null form for posttest 2 - pretest

($F(11,197) = 2.46$, $p<.02$). *Figure 8 illustrates the increased* difference in the two groups on posttest 2 - pretest, showing greater learning in high Ai Ss as hypothesized.

Figures 9 and 10 represent data relating to the classificatory variable To and Hypotheses 13 and 14.

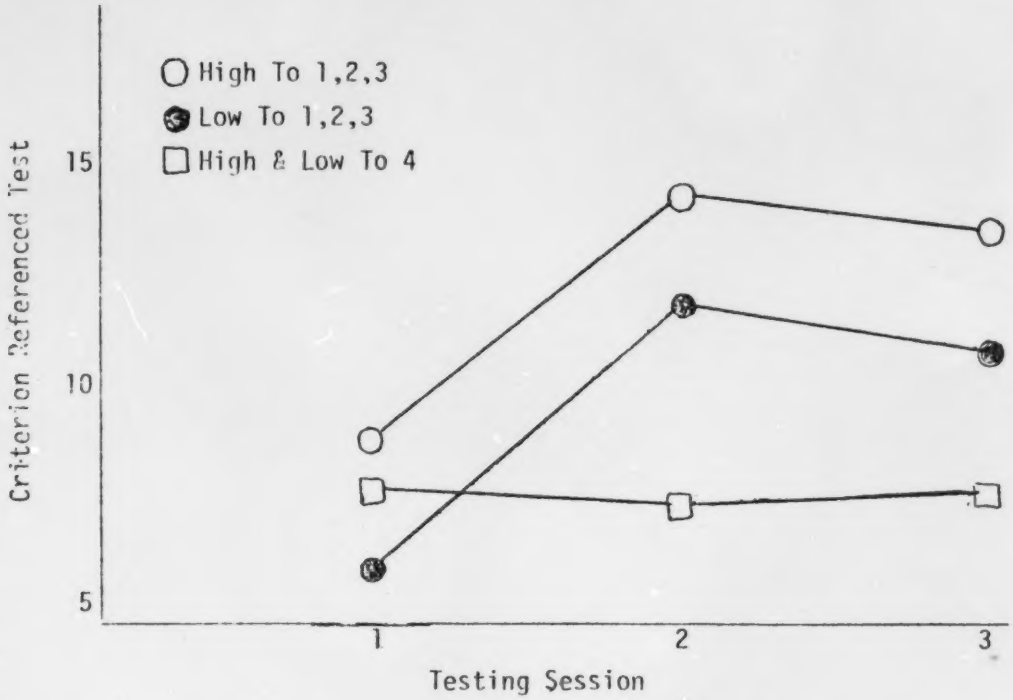

Figure 9: Observed Data of Three Criterion Referenced Tests as a Function of Prior Tolerance

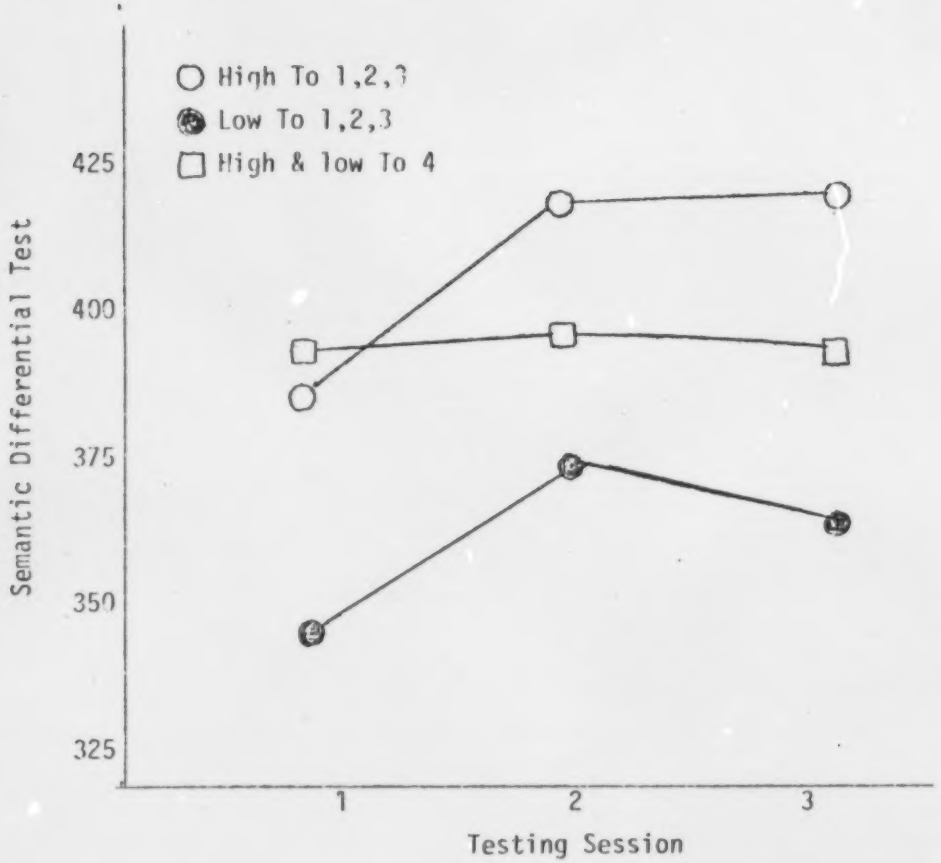

Figure 10: Observed Data of The Semantic Differential Scores as a Function of Prior Tolerance

Hypothesis 13 predicts high To Ss in the summed Groups 1, 2 and 3 will show greater positive gains on both semantic differential and criterion referenced tests than low To Ss in the same three groups. Figures 9 and 10 illustrate that high To Ss had somewhat higher mean scores on all measures of semantic differential and criterion referenced test, however the actual changes in score from the pretest to the posttesting

shows no significant differences (note the similarity in the slope of lines representing high To and low To Ss). The F values for the semantic differential changes were $F(11,197) = .03$ for posttest 1 - pretest; and $F(11,197) = 1.54$ for posttest 2 - pretest and F values for the criterion referenced test were $F(11,197) = .004$) for posttest 1 - pretest; and $F(11,197) = 0.24$ for posttest 2 - pretest. This hypothesis was accepted in the null form for both posttests of the semantic differential test and the criterion referenced test.

The final stated hypothesis, 14, has predicted that both the high To Ss and the low To Ss of Groups 1, 2 and 3 will show significant gains in the semantic differential and the criterion referenced tests as compared to the summed high and low To Ss in Group 4. This hypothesis is rejected in the null form for posttest 1 - pretest differences on both semantic differential and criterion referenced test as a significant difference was found in each case: high To Ss showed significantly greater semantic differential changes than Group 4 Ss ($F(11,197) = 2.59$, $p<.01$); low To Ss showed significantly greater changes than Group 4 Ss on semantic differential ($F(11,197) = 1.69$, $p<.05$); high To Ss showed significantly greater criterion referenced test changes than Group 4 Ss ($F(11,197) = 9.42$, $p<.01$); and low To Ss showed significantly greater changes on the criterion referenced test than Group 4 ($F(11,197) = 7.45$, $p<.01$). For posttest 2 - pretest differences, this hypothesis is rejected in the null form for the high To Ss semantic differential score in comparison to the control group

($F(11,197) = 2.92$, $p<.01$), but accepted in the null form for the low To Ss comparison to the control ($F(2,197) = 0.97$). Both high and low Ss showed greater positive changes on the second posttest - pretest of the criterion referenced test as compared to Group 4 ($F(11,197) = 8.96$, $p<.01$; and $F(11,197) = 5.15$, $p<.01$ respectively), therefore this hypothesis is rejected in the null form for both high and low Ss on criterion referenced second posttest - pretest. Figures 9 and 10 illustrate these differences in change for high To Ss, low To Ss, and the control Ss.

Summary and Discussion of the Results

The number and variety of hypotheses formulated and tested in this study make the presentation of a concise and simple summary of findings impossible. The complexity of the findings do however allow us to better deal with the original research problem, which students learn best under varying methods and combination of methods in the teaching of interpersonal relationship skills. Table 8 summarizes these findings related to each hypotheses question.

The findings relating to Hypotheses 1 through 6 deal only with the differences between treatment groups on both measures of learning used; affective and cognitive. Results of this study agree with earlier findings (Moldstad, 1974) that greater combinations of instructional media result in greater positive gains in learning. Both the affective and cognitive measures of learning in this study support this evaluation,

however some conclusions (i.e. Hypotheses 2, 3, 5 and 6) must be limited to the second posttest only, as the differences between treatment groups in the first posttest were either not significant or were not measured (see Table 8).

The findings related to Hypothesis 7 support the prediction that Ss showing a high degree of sociability prior to the experiment would score initially high on the affective measure of interpersonal relationship skills.

The findings relating to Hypothesis 8 through 10 pertain to the effects of the personological trait of sociability on treatment groups. Here the only hypothesized trait effect differences found to reach an acceptible level of significance were in the affective measure between treatment Ss scoring high on Sy and control Ss scoring low on Sy and between low scoring Sy Ss in Group 3 and low scoring Sy Ss in Groups 1 and 2.

Data regarding the trait of achievement through independence (Hypothesis 11 through 12) indicated that the high Ai Ss within the treatment group that included independent study materials (Group 2), showed greater cognitive gains than the low Ai Ss of the group only on the second posttest after which the Ss had had time to pursue the independent aspect of the treatment. Comparing the high and low Ai Ss of all treatment groups which either had no independent work available to the Ss, or had it in conjunction with formal classroom instruction, no significant differences were found. The only aptitude treatment

Table 8

Summary of Findings

Group 1: film only
Group 2: film and print based material
Group 3: film, print based material & classroom instruction

Hypotheses	Comparison Factors	Cognitive Change			Affective Change		
		CRT 2 - CRT 1	CRT 3 - CRT 1	CRT 3 - CRT 2	SDT 2 - SDT 1	SDT 3 - SDT 1	SDT 3 - SDT 2
1	Group 1 versus Group 4	S	S	--	--	--	--
2	Group 2 & 3 versus Group 1	NS	S	--	--	--	--
3	Group 3 versus Group 2	--	--	S	--	--	--
4	Group 1 versus Group 4	--	--	--	S	NS	--
5	Group 2 & 3 versus Group 1	--	--	--	NS	S	--
6	Group 3 versus Group 2	--	--	--	--	--	S
7	Correlation: High Sy & semantic differential pretest		r = .34	p .01			
8	High Sy Groups 1, 2 & 3 versus low Sy Group 4	--	--	--	S	S	--
9	Low Sy Group 1 & 2 versus high Sy Group 1, 2 and 3	--	--	--	NS	NS	--
10	Low Sy Group 3 versus low Sy Groups 1 & 2	--	--	--	--	--	NS
11	High Ai Group 1, 2 & 3 versus low Ai Group 1, 2 & 3	NS	NS	--	--	--	--
12	High Ai Group 2 versus low Ai Group 2	NS	S	--	--	--	--

Table 8 Continued

Summary of Findings

Hypotheses	Comparison Factors	Cognitive Change			Affective Change		
		CRT 2 - CRT 1	CRT 3 - CRT 1	CRT 3 - CRT 2	SDT 2 - SDT 1	SDT 3 - SDT 1	SDT 3 - SDT 2
13	High To Group 1, 2 & 3 versus low To Group 1, 2 & 3	NS	NS	--	NS	NS	--
14 a	High To Group 1, 2 & 3 versus high & low To Group 4	S	S	--	S	S	--
b	Low To Group 1, 2 & 3 versus high and low To Group 4	S	S	--	NS	NS	--

CRT 1 - Criterion Referenced Pretest
CRT 2 - Criterion Referenced Posttest 1
CRT 3 - Criterion Referenced Posttest 2
SDT 1 - Semantic Differential Pretest
SDT 2 - Semantic Differential Posttest 1
SDT 3 - Semantic Differential Posttest 2
S - significant difference
NS - no significant difference

interaction effects reaching significance statistically were also in the domain of the Ai traits. While Groups 1 and 2 showed increased cognitive learning in the high level of Ai Ss, Group 3 Ss showed no differences in learning between levels of Ai. These interactions suggest that treatment without classroom instruction is more effective for Ss of high Ai, and that treatment including classroom instruction is equally effective for both high and low Ai Ss. Because the interactions are ordinal however, based on the recommendation of Bracht (1970), any conclusions or suggestions for future educational settings must remain tentative.

Finally, the data relating to the Tolerance Classification and Hypotheses 13 and 14, showed significantly greater gains both affectively and cognitively by high To Ss receiving treatment compared to control Ss, but any conclusion is again difficult due to the evident difference in treatment effect between groups. The findings that no significant difference existed between low Ss of the treatment groups and all control Ss, high and low To, suggests that all forms of interpersonal relationship skills training used in this study were ineffective on Ss of low tolerance.

The following chapter will further examine these findings in relation to current education, the use of this USOE film in career education programs, and future research.

Chapter V

SUMMARY, DISCUSSION AND CONCLUSIONS

Summary of Previous Chapters

The problem for investigation in this study concerns the question of which kinds of students learn best under which kind of instructional treatment in the acquisition of interpersonal relationship skills as taught in a USOE film, Relationships With Other People. Chapter I has discussed the need in education for the development of effective teaching methods in interpersonal relationship skills and has outlined the objectives of the present study to help fulfill this need. Fourteen hypotheses were formulated and subsequently tested in order to provide objective means of answering the following questions stated in Chapter I as the study's objectives:

1) How do different instructional treatments effect the learning of interpersonal relationship skills?

2) What is the relationship of the personological variables Sy, Ai and To to the learning of interpersonal relationship skills?

3) Are there any interaction effects between different instructional methods and the personological variables?

4) How do affective and cognitive learning of interpersonal relationship skills differ with various treatments and personological variables?

5) What effect does time have on the learning of interpersonal relationship skills?

6) How can educators maximize the use of the film Relationships With Other People in teaching interpersonal relationship skills?

The fourteen hypotheses developed to satisfy these objectives were a result of previous research in the areas of Educational Psychology, Instructional Technology and aptitude treatment interactions discussed in Chapter II. No studies were found that dealt with the specific variables of the present study, however literature in the related areas suggested the following:

1) Most previously used methods of teaching interpersonal relationship skills had resulted in learning gains, however the methods varied greatly and few comparative studies were available.

2) Learning in most fields of education was enhanced with the combined use of audio-visual media and other forms of instruction.

3) Various learner personological aptitudes seem to interact with the effectiveness of various instructional treatments in education, but few of these interactions seemed to meet proposed criteria for acceptable significance. Literature related to criterion referenced testing, semantic differential testing and the Sy, Ai and To scales of the California Psychological Inventory was also reviewed in Chapter II. These instruments were found to be the most appropriate to classify Ss in personological variables and measure their affective and cognitive changes in the present study and were found acceptible in their validity and reliability.

In order to test the fourteen hypotheses developed from the

study's objectives and the related literature, a 3 x 3 x 2 multifactor design was employed and described in Chapter III. Subjects in high and low classifications of the variables Sy, Ai and To were given one of three instructional treatments or the control experience, and measured for both cognitive and affective changes on a pretest, immediate posttest and a delayed posttest (see Figures 1 and 2 for a display of the variables and research design). Subjects selected from secondary level Regional Occupational Programs in the state of California were used in the four groups to make a total N of 210. Possible changes in the Ss from the various treatment groups (1 film only; 2 film and print based material; and 3 film, print based material and classroom instruction) were measured by an experimenter designed and pilot tested semantic differential and criterion referenced tests.

ANCOVA and Scheffe analysis as well as a Pearson Product Moment Correlation Coefficient were used to analyze the experimental data and were discussed in Chapter IV. ANCOVA showed both treatment and level of Sy, Ai and To to be significant in their main effect on learning of interpersonal relationship skills. Two interaction effects were also seen in the ANCOVA between level of Ai and treatment. The Pearson Product Moment Correlation Coefficient and Scheffe analysis were used to test each specific hypothesis and these statistical results were discussed in detail in Chapter IV in relation to the individual hypotheses.

The present chapter will discuss these findings of Chapter IV in relation to the objectives of the study, further research and the areas of education in interpersonal relationship skills in general. All conclusions stated in this chapter however should be considered to be generalizable only for the EAP sampled in the study (three California ROPs) and the film Relationships With Other People along with its related print based material.

Discussion and Interpretation of Results

A final review of the findings of the hypotheses of this study allow for appropriate interpretation and conclusions to be drawn.

Hypothesis 1 dealt with the comparison of the treatment group receiving only the film and the control group receiving no interpersonal relationship skills treatment. As reported in Chapter IV, the difference in cognitive learning between the two groups was significant in both immediate and delayed posttests as measured by the criterion referenced test. This suggests the simple conclusion that the film Relationships With Other People used alone provides significant and lasting effects on interpersonal relationship skills. A review of Figure 5 (p 65) however, indicates that the residual learning gains in Group 1 as measured by the second posttest had decreased markedly from the immediate learning of posttest 1 and was approaching the pretest level. This observation raises questions concerning the permanency of cognitive changes due to the film treatment.

Hypothesis 4 dealt with the same comparison of Groups 1 and 4 on the affective measure of learning, the semantic differential test.

Figure 6 (p 67) shows the Group 1 affective learning trend to be similar to that found in Figure 5 (p 65) concerning cognitive learning. That is, immediate effects are substantial but diminish during the time prior to posttest 2. Furthermore, in Hypothesis 4 the difference between Groups 1 and 4 was not found to be significant in the second posttest affective gains. As in Hypothesis 1, the question is raised concerning the lasting effect of learning through the film treatment alone. Additionally it must be noted that for both Hypotheses 1 and 4, the change in affective and cognitive interpersonal relationship skills seen in posttest 1 measure could have been in part a result of Hawthorn effect. To clarify the effectiveness of a single film treatment in teaching interpersonal relationship skills, further research is needed to measure the residual learning after greater lengths of time and to control for possible Hawthorn effect.

Hypotheses 2 and 5 both provide further information for the questions posed in Hypotheses 1 and 4. Groups 2 and 3 are compared to Group 1 in cognitive learning in Hypothesis 2, and in affective learning in Hypothesis 5. In both cases similar trends are seen (see Figure 5 and 6, pp 65 & 67). There is no sifnificant difference in affective or cognitive gains measured in posttest 1 between Groups 2 and 3 and Group 1, however on posttest 2 - pretest measures, Groups 2 and 3 showed significantly greater gains. These findings suggest two conclusions. Firstly, since Groups 1, 2 and 3 all showed similar gains on the first posttest, it appears that the use of print based

materials during the film presentation (Groups 2 and 3) had no immediate effect on learning. Secondly, the second posttest measures indicate that residual learning is directly related to the amount of treatment given. Group 1's second posttest reflected a regression in learning from posttest 1. Group 2 film and print based material seems to maintain a constant learning effect between posttest 1 and 2, and Group 3 receiving classroom instruction in addition to film and print based material showed a continuous learning increase from pretest through second posttest. The conclusions of these findings are that for continued growth in interpersonal relationship skills it is important to provide print based materials and continued instruction.

The data for Hypotheses 3 and 6 confirmed this conclusion for both affective and cognitive learning. When Groups 2 and 3 were compared in their affective and cognitive learning between posttest 1 and 2, differences were significantly greater for Group 3 which received the additional classroom instructions. This finding holds important implications for future teaching of interpersonal relationship skills through the use of the film Relations With Other People. Further research however is suggested to confirm these findings. Even though differences were clear in this study between Ss receiving classroom instruction and Ss receiving only film or film and print based material, future studies of the same nature may find lesser differences if the quality of the instructer is not equal to that of the present study. As mentioned earlier, the teacher for the Group 3 classroom instruction

was a highly motivated and experienced teacher. Further research is needed to determine if the effects of additional instruction vary with the level of experience and motivation of the instructer.

The findings of Hypotheses 1 through 6 have given a fairly clear picture of the main effect of the various treatment groups on both immediate and residual learning. Possible interaction effects between learner aptitudes and these treatments were considered in Hypotheses 8 through 14.

Hypothesis 7 was the only correlation comparison in the study. The purpose of the correlation was to check the external validity of one of the experimenter made instruments used. If the semantic differential test successfully measured affective interpersonal relationship skills, it would be expected to correlate positively with the prior sociability of the Ss. Since high Sy Ss were found to correlate ($r = .34$) with high semantic differential pretest scores, the external validity of the demantic differential is supported. It is recommended that in future research such correlations be run with all appropriate personological variables and experimenter made tests in order to establish the necessary external validity.

In reviewing the findings of Hypotheses 8 through 10, some implications are seen concerning the effects of level of Sociability in Ss, as well as some questions raised for further research in the area. Hypothesis 8 showed a significant difference between the pooled high Sy Ss of the treatment Groups 1, 2 and 3 and the high and low

Sy Ss of the control Group 4. This significant difference was found in both posttest measures and can clearly be seen in Figure 7 (p 68). The conclusion that level of Sy has a significant effect on acquisition of interpersonal relationship skills however is not possible from this data. Even though the ANCOVA results reported in Chapter IV (see Table 4 p 62) indicate that Sy had a significant main effect, the comparison of Groups 1, 2 and 3 high Sy Ss and Group 4 Ss does not by itself give us enough information to support this conclusion because Groups 1, 2 and 3 would be expected to show greater gains than the control Group 4 due to treatment effect alone, regardless of Sy level.

Hypothesis 9 provides data to test this question raised in Hypothesis 8, and produces more doubt as to the possible effects of high versus low Sy on the acquisition of affective interpersonal relationship skills. Figure 7 (p 68) shows the comparative gains of high Sy Ss in Groups 1, 2 and 3 with low Sy Ss in Groups 1 and 2. There appears to be a marked difference in the level of affective skills between the high and low Sy Ss, however, the slopes of these lines which reflect the actual change in interpersonal relationship attitudes appear nearly identical. Statistical analysis confirms this nonsignificant difference. It therefore appears in this comparison that Sy level is unimportant to consider in the teaching of interpersonal relationship skills using the methods of the present experiment.

Hypothesis 10 compares the low Sy Ss in treatment Group 3 receiving all modes of instruction with the low Sy Ss receiving lesser amounts

of instruction and although no significant difference was found, an interesting trend is displayed. Figure 7 (p 68) shows the trends of the high Sy Ss of Groups 1, 2 and 3 and the low Sy Ss of Groups 1 and 2 to be very similar in their slight gain on posttest 1 and slight regression on posttest 2. Low Sy Ss in Group 3 however, show a trend of continuing to gain affective interpersonal relationship skills through the second posttest. As mentioned earlier, because of the use of the highly conservative Scheffé F statistical analysis, the difference did not reach significance. The trends obvious in Figure 7 (p 68) do suggest however that further research is needed to determine if low Sy Ss learn significantly more affective skills with classroom instruction combined with film and print based material than with lesser amounts of treatment.

Hypotheses 11 and 12 have considered the effects of Ai aptitude on learning interpersonal relationship skills under the various treatments and have implications which could be significant for future educational programs of this nature. Hypothesis 11 comparing the high and low Ai Ss of the pooled treatment groups showed no significant differences using the Scheffé analysis. Figure 8 (p 70) demonstrates the similar slopes for each of these groups. Even though there were no significant differences between the gain scores of the high versus low Ai Ss, the visible mean differences of high and low Ai Ss for each test measure (pretest, posttest 1 and posttest 2) are noticeable; adding weight to the external validity of the CPI Ai scale. Hypothesis 12 however, shows a significant and interesting

difference between high and low Ai Ss within Group 2. The treatment of Group 2 consisted of the film with print based material but no continued instruction to utilize the print based material in a structured manner. The use of print based material by Ss within this group would seem to be highly related to their degree of Achievement via Independence. Figure 8 (p 70) illustrates the nonsignificant difference found between the highs and low Ai Ss of Group 2 on the first posttest. Posttest 1 is prior to the one month period when Ss in this group have the opportunity to use the print based material independently and only supports earlier conclusions that print based material use during the film presentation produced no significant effect. Figure 8 (p 70) also illustrates the difference between high and low Ai Ss of Group 2 on the second posttest after this one month period when independent study is possible. The high Ai Ss continued to show increases in their cognitive learning while the low Ai Ss showed a regression in learning toward their original cognitive pretest level. The interaction effects from the ANCOVA discussed in Chapter IV (see Table 5 (p 62) even though ordinal in their nature, add support to this conclusion. The interaction existed between level of Ai and treatment group. Group 3 showed no noticeable differences between high and low Ai Ss on the second posttest cognitive gains while Groups 1 and 2 showed significant differences between their high and low Ai Ss. Figure 8 (p 70) illustrates clearly that Group 2 showed the greatest difference in cognitive gains between the high and low Ss. The implications of these findings suggest that print based material without additional instruc-

tion should only be used with ROP students who exhibit a high degree of Achievement via Independence.

The final personological variable considered in this study was Tolerance. Hypothesis 13 comparing high and low To Ss of the pooled treatment groups by means of the conservative Scheffé analysis, indicates that the level of To of the students has no bearing on the cognitive and affective learning of interpersonal relationship skills. However, the comparison of initial semantic differential pretest scores of the high and low To Ss again adds more weight to the external validity of the experimenter made affective measure of interpersonal relationship skills. More highly tolerant Ss showed greater initial interpersonal relationship skills than the low tolerant Ss (see Figure 10, p 72).

Hypothesis 14 consisted of two parts. First, high To Ss in the pooled treatment groups were compared to the high and low To Ss in the control group. Although the high To treatment Ss showed significantly greater learning than the control Ss on both affective and cognitive measures, because the treatment effect is not separated from the effect of To level in this comparison, no conclusive interpretation can be noted concerning the effect of high To aptitude. Secondly, in comparing the low To treatment Ss with control Ss it was seen that significantly greater learning of interpersonal relationship skills occurred only in the cognitive domain. Low To Ss receiving the various treatment methods showed no significant affective gains over control Ss receiving no interpersonal relationship skills training. The conclusion here is that low

tolerant subjects failed to learn affective interpersonal skills regardless of the treatment group. Further research is needed in this area to determine possible alternate methods of instruction which may produce affective changes in interpersonal relationship skills in low tolerant students.

It is important to reiterate at this time that the above interpretations and conclusions regarding the findings of the 14 hypotheses can only be generalized with confidence to the three ROP populations and the treatment components used. However, due to the wide geographical spread and socio-economic contrast of the EAP samples, cautious generalizations can be made to the target population (all ROP students in California). Although the findings of this study may also suggest implications in other related areas of psychology and education, further experimental research is needed to varify such generalizations.

Major Recommendations and Conclusions

Many of the findings of this study need further research to support decisive conclusions. A few of the more dramatic main effects and relationships however, warrant the following recommendations to psychologists and educators concerned with the teaching of interpersonal relationship skills.

1) The film, Relationships With Other People seem to produce both affective and cognitive growth in interpersonal relationship skills in most students and should be utilized for these purposes.

2) The amount of cognitive and affective learning through the use of Relationships With Other People seems to be related directly to the amount of additional instructional material used. Therefore, for maximum utilization of this film, it should be used in conjunction with print based material and formal classroom instruction whenever possible.

3) If high Achievement via Independence students are identifiable, merely employing the film Relationships With Other People along with its associated print based material may result in significant cognitive gains in interpersonal relationship skills.

4) Low tolerance students may need alternate, presently undetermined methods of instruction in interpersonal relationship skills in order to show significant affective gains.

Because of the importance of acquisition of interpersonal relationship skills and the role which current education must play in this process, further research to verify this study's results as well as to investigate new variables in the teaching of other interpersonal relationship skills than those limited to this film is strongly recommended. Furthermore, the utilization of significant findings from such studies is also recommended in order to expediate the much needed progress in the teaching and learning of interpersonal relationship skills.

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APPENDICES

APPENDIX A

RELATIONSHIPS WITH OTHER PEOPLE

FILM SCRIPT

YOU -- IN PUBLIC SERVICE

UNIT # 6 - RELATIONSHIPS WITH OTHER PEOPLE

"An exercise in "IN-HOME" learning, interacting a 27:30 television experience with the specially-prepared 'RELATIONSHIPS WITH OTHERS' workbook, Section A."

Prepared for: Curriculum Center for Occupation and Adult Education
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ECU MAN'S FACE. HE SINGS	When you ....
ZOOM BACK AS HE LIGTS PHONE INTO SHOT. HE'S POLICEMAN	pick up the phone and get the police.
CUT TO MAILWOMAN PUTTING LETTER INTO MAILBOX. SINGS	or, you get a letter from a far-away niece
CUT TO MAN WITH COMPUTER MACHINE. TURNING NUMBERS. HE SINGS.	or, census checks population increase.
OTHER TWO (POLICE/MAIL) POP INTO SHOT. ALL SING.	P. S. -- That's Public Service.
ECU WOMAN'S FACE. SHE SINGS	When you ....
ZOOM BACK. IN RESEARCH LAB	hear all the facts about aspir-in,
CUT TO BUS DRIVER LEANING OUT BUS WINDOW. HE SINGS.	or, a new bus service is about to begin
CUT TO MAN WITH LARGE FILE WALKING INTO OFFICIAL BUILDING, HE SINGS	or, internal revenue calls you in.
CUT TO ALL 3 IN BUS AISLE. SPREAD-LEGGED, HANDS HIGH. THEY SING.	P. S. -- That's Public Service.
UNIFORMED PEOPLE IN PRODUCTION NUMBER MARCH. CHANGING FORMATIONS & BACKGROUNDS.	CHORUS: We're here, because you need what we do. OO,OO. We're here, to provide that service for you. Just for you. Just for you.
ECU MAN. HE SINGS	When you ....
ZOOM BACK, HE'S BARTENDER HANGING LICENSE ON WALL	get a license to sell wine and beer,

CUT MAN WITH GAS MASK & LAB COAT. HE SINGS.	or, warnings are hearb about smog in the air.
WOMAN AT DESK ADMINISTERING TEST TO BARTENDER & MASKED TECHNICIAN ABOVE. SHE SINGS.	or, you get free help with a new career.
ALL THREE SING	P. S. -- That's Public Service.
ECU MAN'S FACE. HE SINGS.	When you ....
ZOOM BACK. HE IS IN CONTROL TOWER AT AIRPORT	climb in a jet and take a safe flight,
CUT TO GIRL PUTTING BOOK ON LIBRARY SHELF. SHE SINGS.	or, the book you wrote needs a copyright.
MAN SPRAYING PLANT. HE SINGS	or, farmers get help in fighting the blight.
ALL THREE AT AIRPORT	P. S. That's Public Service.
CONTINUE UNIFORMED PEOPLE MARCHING PRODUCTION NUMBER	CHORUS: We're here, because you need what we do. OO,OO. We're here, to provide that service for you. Just for you. Just for you.
MARCHING CONTINUES	MUSIC UP
ECU ONE MARCHER	SPOKEN: P. S. -- we may even have a job for you, too.
ON BEAT	BEAT
CUT TO ALL FOUR FINAL THREESOME SCENES AS REPRISE	CENSUS CHECK: P.S. - That's Public Service.

BUS AISLE: P. S. - That's Public Service.

OFFICE: P. S. - That's Public Service.

AIRPORT: P. S. - That's Public Service.

CUT TO MARCHERS. ALL FACING CAMERA

TOGETHER (SHOUT): We do it for you.

DISSOLVE TO BASIC STUDIO SET, CONSISTING OF BACKGROUND OF LARGER-THAN-LIFE PUBLIC SERVICE WORKERS BLOWUPS....A BOARD ON WHICH WE WILL "KEY" STILLS AND TITLES....FOUR VARIED SIZE BLOCKS FOR OUR FOUR HOSTS. OVER STAGE - SUPER TITLE: "YOU IN PUBLIC SERVICE"

TITLE: "YOU IN PUBLIC SERVICE"

MUSIC BRIDGE

JUANITA POPS ON BLOCK # 1
SLOW ZOOM TO HER

JUANITA: The single most important skill for a Public Service Worker -- or, anyone else for that matter -- is the ability to get along with other people. Person-to-person relationships. One-on-one. You and me. Two people relating comfortably and effectively with each other.

POP HANK ON BLOCK # 2

HANK: That was Juanita. I'm Hank. Juanita is right. The prime building block to all relationships between people...the one most essential...on the job, with family and friends... is getting along with the other person.

POP SUSAN ON BLOCK # 3

SUSAN: Hi, I'm Susan. I certainly agree with what's been said. But, and this may come as a great, big shock to you -- chances are you are not relating with other people as well as you can. And, I'm even talking about relating to your closest friend. Like Charlie!

POP CHARLIE ON BLOCK # 4

CHARLIE: That's stupid, Susan. Ridiculous. Take me. I'm a good natured guy. I can get along with anybody. What're you saying, I don't get along? Is that what you're implying ....all of you. You telling those people out there that you think I can't get along with other people. Wow. Get them!

CUT TO JUANITA

JUANITA: Hold it. Hold it. Look at this. We're hardly begun...and already, a misunderstanding.

CUT TO HANK AND SUSAN

TOGETHER: What do you mean misunderstanding?

SUSAN: We get along just fine with each other and everyone else, don't we Hank?

HANK: We sure do, Susan. Misunderstanding? Crazy.

CUT TO CHARLIE

CHARLIE: (LOUD) Crazy. You said it.

CUT TO JUANITA

JUANITA: Hold it. Everyone. HOLD IT. Let's get on the same wavelength. Before it's too late, we gotta relate.

CUT TO HANK

HANK (PICKING UP RHYTHYM): Yeah. We gotta' relate, before it's too late.

CUT TO FOUR SHOT RHYTHYM MOVEMENT.

MUSIC: BEGIN RHYTHYM TRACK

CUT TO SUSAN

S: Put yourself in the other person's place, listen to your words and look at your face.

CUT TO CHARLIE

C: Try to learn the other person's needs, you'll have to know that if you want to succeed.

CUT TO HANK

H: Listen real hard to what's being said, not just their words, but what's in their head.

CUT TO JUANITA

J: The tone of your voice and the words that you say, both sure can lead other people astray.

CUT TO SUSAN	S: Learn why others say NO and refuse....when they refuse, you know you lose.
CUT TO CHARLIE	CH: And the right time and place are important to know, 'cause the wrong time and place are a big OH, OH.
CUT TO HANK	H: Learn how to make other people relate, that's how to make them cooperate.
CUT TO 2-SHOT FEATURE JUANITA	J: And that's what we mean, when we flatly state....before it's too late, we gotta' relate.
CUT TO 4-SHOT. MOVEMENT	ALL: We gotta' relate before it's too late.
CUT TO SUSAN	S: So, let's get started let's accentuate.
DUCKS DOWN AND HANK RIGHT BEHIND HER INTO SHOT	H: Collaborate.
DUCKS DOWN AND CHARLIE RIGHT BEHIND HIM INTO SHOT	C: Demonstrate.
DUCKS DOWN AND JUANITA RIGHT BEHIND HIM INTO SHOT	J: Hypothecate.
CUT TO SUSAN. ECU	S: Illuminate.
CUT TO HANK	H: Matriculate.

CUT TO JUANITA

J: Heyyyyyyyy. Let's communicate.

BLACK OUT.

FADE UP ON CHARLIE

C: Part of relating well with other people is knowing how to talk to them in an acceptable and appropriate way. For example, with family and friends or with fellow workers who are, more or less, on your same level....in-

SUPER TITLE: INFORMAL

formal conversation is most often used. On the other hand,

LOSE SUPER

when speaking with employers or supervisors a more ....

SUPER TITLE: FORMAL

formal approach is expected. If you're a public service employee, the formal approach also is used between you and the public, the people who come to you for help, information and service. Or, it should be. When it isn't something like this could happen.

HANK AT COUNTER IN LARGER-THAN-LIFE SET. GETS A LICENSE FROM SUSAN AND LEAVES. SIGN ABOVE HER COUNTER READS: LICENSES"

S: Say, this what you want?

H: Yeah. (Facetiously) Thanks a lot, lady.

SUSAN NON-PLUSSED, IN HER OWN WORLD. JUANITA AN OLDER WOMAN, VERY QUIET, COMES UP TO WINDOW.

S: (Reaction to him) Humph. NEXT

J: (Timid) Is this where I get a license?

S: (POINTING TO SIGN) It says licenses right here.

J: Well, I would like a license.

S: Terrific.

J: I had to take two buses to get here....and I've waited in line 20 minutes.

S: That's the way it is. All those people behind you are waiting too. Do you mind, I don't have all day.

J: I did say I wanted a license.

S: We're passed that. You want a license. That's why you're here. That's why I'm here. Come on, already, what kind of license?

J: (SOFT. LOOKING AROUND): You're making me nervous.

S: (LOUD) What?

SHE SLOWLY LEAVES. WAVES HER HAND AS IF TO MAKE IT ALL GO AWAY

J: I changed my mind. I don't want one of your licenses. No. No, I don't.

S: How do you like her? NEXT.

SUSAN

BLACK OUT

FADE UP ON CHARLIE. ON BOARD BEHIND HIM IS TITLE: "OPEN QUESTION BOOK TO PAGE #____" HE HAS WORKBOOK IN HAND.

C: (WHISTLE REACTION) That poor woman. The clerk should have known better than that. Her relating skills weren't

working at all. Let's see how obvious her mistakes were to you. Please open your RELATIONSHIPS WITH OTHER PEOPLE question book to page #_____.

CHANGE "KEY" TO STILL PIC LADY AND CLERK. SLOW ZOOM PAST CHARLIE TO ECU PIC.

QUESTION NUMBER ONE. In your question book write the answer you think most correct. Should the license clerk have A) - told the woman why she should hurry? B) - asked her name? C) - smiled at her? Check the answer you think most correct. (6 SECOND PAUSE)

CUT TO CHARLIE AND BOARD

QUESTION NUMBER TWO. Would the clerk have related better if she had A) - asked questions? B) - told the woman to get to the end of the line C) - got help from a supervisor?

TAKE EFX ECU BOARD

(6 SECOND PAUSE)

CUT TO ECU CHARLIE

QUESTION THREE. What should the clerk have done more carefully? A) - put up her license sign? B) - listened? C) - explained that she had many different licenses available?

TAKE EFX BOARD

(6 SECOND PAUSE)

ROLL SCENE ON "KEY" WITH CLERK AND WOMAN TURNING AWAY	QUESTION FOUR. How would you feel if you came up against this kind of clerk? A) - puzzled? B) - angry? C) - worried?
FREEZE SCENE	(6 SECOND PAUSE)
ECU NED	Okay? Let's see how we did with questions one through four. Question one.
CUT TO SCENE AND THIS TIME CLERK IS BEING HELPFUL (THIS IS TAPE PLAYBACK SO WE CAN FREEZE)	The answer was C.
SUPER TITLE: "SMILE"	She should have smiled. A smile helps the other person relax. It's a friendly way to open the door to a better relationship. Smile often...and mean it!
LOSE SUPER	Question two. The clerk should have... the answer was A....
SUPER TITLE: "ASK QUESTIONS"	should have asked questions. A few simple questions would have helped the clerk know exactly what kind of license the woman wanted.
LOSE SUPER	Question three. The answer was B.
SUPER TITLE: "LISTEN CAREFULLY"	She should have listened carefully. In FORMAL relationships, such as this public service job, you have to learn to listen on two levels.

CUT TO CHARLIE. Hold up fingers

Two levels. First, for what's being said. And, the second level, for all the silent signals that help you discover what's under the surface. The clerk never heard the woman's silent signals, because she wasn't really listening.

CUT TO SHOT OF CHARLIE AND BOARD WITH STILL PIC FROM SCENE

And, Question four, how would you feel? All the answers were correct. If that were me, I'd be puzzled and maybe worried about why the clerk was being so unhelpful. I might even try to help. But, if that didn't work, I'd get angry and rightly so. After all, she is a PUBLIC SERVANT. Success in public service depends on good interpersonal relationships. You gotta' learn to relate.

JUANITA WALKS INTO SHOT

J: Know what else our clerk didn't do?

C: What?

START TO ZOOM IN ON HER

J: She didn't follow any sort of routine. In a normal working situation, there usually is a set group of questions to ask. Questions designed to get

the information you need quickly, so you can do your job effectively.

CUT TO CHARLIE

C: Ah, but don't questions vary with different people. I mean, you can't assume everyone is alike.

TWO SHOT

CONT'D And you can't treat everyone alike. Or, can you?

CUT TO SUSAN

S: Let's talk about that in the context of a relationship which takes place in a PUBLIC SERVICE OFFICE. Let's say, it's a TAX OFFICE.

CUT TO WIDER SHOT, AS SHE GETS UP AND STARTS TO WALK INTO LARGER THAN LIFE SET WITH OFFICE PROPS.

And I'm the supervisor. Two of my staff, Hank and Juanita, were both out yesterday. Neither called in. So, I had to reassign their work to other staff members, over-loading everyone. It's the next day now, and HANK is waiting in my office. I can treat this either as a FORMAL discussion, or an INFORMAL discussion. My choice is INFORMAL. Let's see if I'm correct.

SHE SEATS HERSELF AT DESK

SUSAN: We missed you yesterday, Hank.

CUT TO HANK

HANK: But, it's good to be back. You know, I consider the office my home away from home.

CUT TO TWO SHOT

S: Well, you know, when you're not here, there's a big gap.

CUT TO HANK

CONT'D Hank. You let everyone down.

H: Oh, I thought absense makes the heart grow fonder.

CUT TO SUSAN

S: Yesterday, I'm afraid it was just a case of heart burn. Everyone was burning.

CUT TO TWO SHOT

H: Gee, I'm sorry.

S: (LIGHT) Besides, if you had called in, Hank, we wouldn't have spent the day worrying about your golf score.

CUT TO HANK

H: Aw, I didn't play golf yesterday.

CUT TO SUSAN

S: Were you really sick?

CUT TO HANK

H: When I got up I felt a little woozy, so I just dozed off.

CUT TO 2-SHOT

CONT'D Joan woke me too late to get in on time.

S: Why didn't you at least call and tell us?

H: I did think about it.

CUT TO HANK	CONT'D but, then I got busy with this and that. And before you knew it, the day was over.
CUT TO SUSAN	S: I see. Well, Hank I appreciate your candor....but, you do have a responsibility to others in this section.
CUT TO HANK	CONT'D And yesterday you let them down. H: Maybe I can make up for it.
CUT TO 2-SHOT	S: Let's forget it this first time. But, do us both a favor and don't let there be a next time. Okay? H: No next time.
HE LEAVES. SLOW ZOOM ON SUSAN. SUPER TITLE: INFORMAL	S: Well, that was Hank. INFORMAL seemed to work. The points I wanted to make were made without ruffling any feathers.
LOSE TITLE	But, believe me, if there is a next time.
SUPER TITLE: FORMAL	we will have a very FORMAL discussion. Supervisor to employee
LOSE TITLE	Ah, here comes Juanita
CUT TO 2-SHOT AS JUANITA SITS DOWN WHERE HANK HAD BEEN	The INFORMAL approach worked with HANK, and since I try to treat everyone the same, I'll be informal with Juanita, too.

TO JUANITA: We missed you yesterday, JUANITA.

J: Hum.

S: You know, when you're not here, there's a big gap.

CUT TO JUANITA

CONT'D Juanita, you let everyone down.

J: Sorry.

CUT TO SUSAN

S: If you had called in, we wouldn't have spent the day worrying about your golf score.

CUT TO JUANITA

J: I don't play golf. Is that all?

CUT TO 2-SHOT

S: Were you really sick?

J: Can I get back to my desk now?

S: Sure. But, why didn't you call us yesterday?

CUT TO JUANITA

J: I was too tired. I've been up every night this week with Jennifer, my daughter.

CUT TO 2-SHOT

CONT'D Yesterday we didn't know whether or not we'd have to take her to the hospital. And, I just forgot.

CUT TO SUSAN

S: Why didn't you tell me. I didn't know.

CUT TO JUANITA

J: I didn't think you'd care.

CUT TO 2-SHOT

S: Of course I do. Let me know how things are....and if you need any more time off, tell me. We'll work something out.

CUT TO JUANITA

J: Thank you. Thank you very much. I'll get back to work now.

CUT TO WS. JUANITA LEAVES. SUSAN STANDS UP. STARTS TO WALK BACK TO TEACHING SET.

S: On the surface, a very normal communication. We both gave and got information. But, under the surface, it was obvious Juanita was upset. Now that we've found out why....things should get back to normal.

SUSAN AT BOARD. ON IT IS STILL PICK OF HANK

S: In the book, this is QUESTION number five. Ready? (PAUSE) QUESTION five. With HANK, do you think an INFORMAL discussion would have been more effective? Should I have been the hard-nosed boss -- or, the friendly supervisor I tried to be. Write what you think.

TAKE EFX STILL

(8 SECOND PAUSE)

CUT TO INCLUDE SUSAN

QUESTION six. With Juanita, would the FORMAL or INFORMAL INTERVIEW have been most effective? What do you think?

TAKE EFX STILL

CUT TO WS OF BOARD.
STEPS INTO SHOT

ON BOARD "KEY" TITLES:
"PRAISE OTHERS" "ADMIT
MISTAKES" "ASSUME HONESTY
AND INTEGRITY OF OTHERS"
"USE NAMES CORRECTLY AND
OFTEN"

CUT TO EFX TITLES

CUT TO 2-SHOT HANK & SUSAN

HE LEAVES. JUANITA COMES IN.

ZOOM IN ON HER

(8 SECOND PAUSE)

H: QUESTION five. The answer. Let's see. Susan knowing me for a happy-go-lucky guy had two choices. She could have played heavy boss and turned me off. INFORMAL worked best. In fact, did you notice that she.... praised my importance to the office. She got me to understand and ADMIT I made a mistake in not calling in. She assumed my honesty and integrity.... and that I would be more cooperative in the future. And, she used my name often, to make me feel special.

MUSIC BRIDGE

H: The way Susan handled the interview seemed just right.

S: Thank you, Hank. And you will call in next time.

H: There won't be a next time.

J: I wasn't too happy with the way the interview started. I was uptight. I think I would have preferred a more formal interview without personality involved. Just questions and answers.

TAKE EFX SCENE OF SUSAN AND JUANITA FRIENDLY

CONT'D V/O But, then Susan changed her straight ahead approach. I got the feeling she was beginning to understand my problem.

CUT TO JUANITA AND BOARD TITLES: "SMILE OFTEN" "SHOW APPROVAL" "ASSUME HONESTY AND INTEGRITY OF OTHERS" "LISTEN CAREFULLY" "CHOICE OF WORDS" (Should be in position #2)

J O/C: She smiled often to make me feel more comfortable - and eventually, that made me feel better. Along with what she said and how she said it. Her acceptance of my explanation showed approval of me. She never once doubted my honesty. She listened....really listened and heard that I was disturbed, then reacted to it immediately.

START TO ZOOM ON JUANITA

J: As it turned out, Susan's use of the INFORMAL discussion was right. Though she is my supervisor, now I feel more friendly to her. Tired or not, next time I'll probably remember to call in when I have to be away from the office.

CUT TO CHARLIE

C: For a while there Juanita felt threatened, didn't she? What do you do, when you feel threatened? I'll bet you build fences and defenses.

ANIMATION "FENCES, DEFENSES RAG"

You've got your food and you've got your drink, then someone says, hey, that's for me. You've got your rest and you've got your sleep, then someone says, hey, I disagree. You're on the job and going real fine, then someone says, hey, that's for me. You've got a friend, a name you can call, then someone says, hey that friends for me. Fences, defenses, a barrier, a wall, we build them quickly to any threat at all. If you can help them to get what they need, then no one says, hey, that's for me. Help them to feel all safe and secure, then no one says, hey, I disagree. If you will just put you in their place, then no one says, hey, that's for me. Imagine that you're wearing their face, then no one says, hey, look out for me. Fences, defenses, a barrier, a wall, when we relate friends, those fences gotta' fall. Sister and brother -- one with each other -- now they can get it on.

Father and mother -- one with another -- now they can get it on. Yeah -- we all can get it on.

CUT TO CHARLIE. HE WALKS TOWARDS OFFICE SET WHERE NED? FRANCIS & SUE ARE WORKING. WALL CLOCK SAYS "4"

CHARLIE:

Talking about fences, watch this. I'm a PAROLE OFFICE ADMINISTRATOR. First thing this morning, I gave Susan, one of our clerks an important report to type. Tomorrow morning I'll be going into court to recommend in favor of one of our juveniles....and I need that report to study at home tonight. Hello, Susan. Have you finished my report?

SUSAN LOOKS UP WARY

SUSAN:

I'm not sure. I knew you needed it, but I got so busy I turned it over to Hank at noon. I wanted to make sure you got it done on time.

SHE FREEZES. SUPER TITLE (BLINK): "FENCES, DEFENSES BUCK PASSING."

.....

CUT TO HANK

HANK: Boy, what a day I've had. I got so busy. I couldn't get to it

either, so I turned it over to Juanita around 3:30. And I was sure to tell her you needed it.

HE FREEZES. SUPER TITLE (BLIND): "FENCES, DEFENSES BUCK PASSING."

.....

CUT TO JUANITA

JUANITA: You mean you wanted it today. I was going to get to it first thing in the morning. Gee. I'm sorry, I didn't know you wanted it today.

WS

SUSAN: Well. Hank, you and Juanita should have told me and I would have assigned it to someone else.

HANK: Juanita, (voice trails off as Charlie leaves set)....I thought you'd get right on it.

CUT TO CHARLIE AND WALK WITH HIM INTO TEACHING SET

CHARLIE: No one wants the blame. Their defenses are up. Their status, their security is being threatened. And you know whose fault it really is. That's QUESTION NUMBER seven. Whose fault was it that the report did not get done on time?

CUT TO THEM IN SET

V/O CONT'D Susan's. Hank's. Juanita's ....or mine? (6 SECOND PAUSE)

CUT TO CHARLIE

C: QUESTION NUMBER eight. To make certain Susan would do the report, should I have A) - told Susan how important the report was? B) - told Susan how important she was, and that I rely on her when I need someone to do a special job? C) - told her I needed it or else?

CUT TO EFX STILL ALL 3

(6 SECOND PAUSE)

CUT TO CHARLIE

QUESTION NUMBER nine. Use your own words for the answer to question nine. All three assistants were doing what against each other?

CUT TO EFX STILL ALL 3

(8 SECOND PAUSE)

DISSOLVE TO CHARLIE

C: The answer to question seven. Whose fault was it? It was my fault. I had the responsibility for that report. I should have made certain it would be done on time.

CUT TO SUSAN STANDING IN FRONT OF TEACHING BOARD .....WITH TITLE: "GIVE THE OTHER PERSON WHAT THEY NEED" OR "HELP THE OTHER PERSON GET WHAT THEY NEED" (MIGHT CONSIDER "KEYING" SUSAN IN WITH CHARLIE)

S: The answer to question eight. To make certain that I would have done THE REPORT, Charlie should have...B... told me how he relied on me when he needed at special job done. That would have made me feel secure. It would

have said....Sue, I like your work. You know what! I wouldn't have given that job to anyone else for anything ....if he had said that.

HANK REPLACED SUSAN

H: Question nine. The answer. What we were all doing was building fences, defenses, barriers....walls. We were protecting ourselves. No one wanted the blame.

JUANITA STEPS INTO SHOT

J: We were making excuses to protect our status, our jobs. We passed the buck.

CUT TO CHARLIE

C: You know what I didn't do. I didn't explore the feelings of Susan and the others. If I had I might have understood them better. And by doing that I might have gotten my report on time.

CUT TO SUSAN CLOSEUP IN SAME OFFICE SET AS ABOVE

S: When you look in my eyes, pleased with surprise.

HANK LEANS INTO SHOT

H: Then say to me friend, I'm the livin' end.

S: Say that you appreciate us.

H & S: We're yours, we're yours, we're yours.

CUT TO CHARLIE IN SET

C: When you stop by to chat, to learn where I'm at....

JUANITA LEANS INTO SHOT

J: To show that you care, that you're really aware.

C: We'll be there, when you need us chum.

C & J: We're yours, we're yours, we're yours.

FOUR SHOT

S: You never threaten in any way.

H: Never try to take my pride away.

J: I always know just where I stand.

C: ...so, I'm ready to help....

JOINING HANDS

ALL: when you hold out your hand.

CU HANK

H: When we finish a job, you're never a snob.

SUSAN LEANS IN

S: you share the good like we knew you would.

JUANITA LEANS IN

J: Anytime you need a friend....

JOINING HANDS

ALL: We're yours, we're yours, we're yours.

CU CHARLIE

C: (SPOKEN) Treat the other person like he was you.

CU HANK

H: You'd be surprised what a little thought can do.

CUT TO SUSAN

S: Put yourself in the other person's place.

CUT TO JUANITA

J: Imagine, you're wearing the other person's face.

PUT MASK ON FACE

CUT TO ECU MASK. IT'S LIFTED AND ITS HANK? NOT JUANITA

H: Surprise. In life, everyone wears a mask and plays a role. As a PUBLIC SERVICE employee that role is to serve the public. To do that well you have to think about your own feelings.... how you really feel about other people ....and you have to learn to put yourself in the other person's shoes.

TENEMENT INTERIOR PROPING IS EASY CHAIR AND RUG. SUSAN IN CHAIR.

EFX: DOOR BELL

S: Who's there?

J: Juanita, your case worker.

S: Watcha' want?

J: It's our regular checkup.

S: Don't you people have nothing better to do then to keep coming over here and asking questions?

J: I don't see why you're complainin
I'm doing the coming over and asking
the questions.

S: So what, you're working ain't you?

J: What's wrong with work?

S: I'd rather be in your place. That's
what's wrong.

J: No one is stopping you from working?

S: Yes they is. My twin babies sleeping
in the next room. They're stopping me.

J: You should have thought about that
before you had them.

S: That's my business..

J: Okay. Let's answer these questions.
Is your husband working?

S: Like I told you last time and the
time before, my husband left me.

J: He hasn't been back? Hasn't sent
any money?

S: Money? Him! Ha! That's a good one.

J: Did you make any money this month?

S: How would I make money?

J: Well. Did you?

S: Sure, a million.

J: Answer the question, please.

S: No, I didn't work, and I won't work next month, because I'm going to stay right here and raise these kids right so they don't end up like this.

J: You notify us if you do go to work.

S: You'll be the first to know.

J: Don't forget. You notify us.

GETS UP AND LEAVES

SUSAN CRADLES HER HEAD & SOBS

EFX: SOBS

CHANGE FOCUS TO HANK IN FOREGROUND

H: Being an unwed mother, alone, on welfare, is not only difficult, but it's a blow to many people's prides. If Juanita had put herself in Susan's place and thought about Susan's problems, she might have been a bit more understanding.

HANK WALKS INTO SET WITH JUANITA & SUSAN

H: Juanita, would you have liked to have been in Susan's place?

J: Not very much. To that caseworker, she was just a questionnaire to be filled out.

H: And, if she's been there a few times before, wouldn't you think she'd

ask at least one question about the children?

H: Tell you what. We're going to let Sue and Juanita change roles and replay the scene. But, before that, here is QUESTION NUMBER ten.

CUT TO EFX, AND TITLE: "LIST FIVE THINGS JUANITA COULD HAVE DONE BETTER"

V/O: List at least five things Juanita could have done better than the way she did them? (15 SECOND PAUSE)

CUT TO WS ALL THREE IN SCENE IN FRONT OF BOARD. WHEN READY TAKE TITLE: "LISTENED" "ASKED QUESTIONS" "ASSUMED THE HONESTY OF OTHERS" "PRAISED THE OTHER PERSON" "USED HER NAME" "WATCHED CHOICE OF WORDS" "USED LESS FORMAL TECHNIQUE" "SMILED" "PUT HERSELF IN OTHER PERSON'S PLACE."

J: There could have been at least nine improvements. She should have listened better to the words, and what was behind the words. She should have asked questions....friendly questions. Not such official questions. She was in the other woman's home.

S: If she had assumed my honesty.... and praised me for helping bring up the children...and used my name occassionally, I would have been a lot more cooperative.

H: She also could have been more careful with her selection of words, and as Juanita said, used a less formal approach. And she could have smiled...

a lot more.

J: And, she could have tried more to put herself in Susan's place.

H: We're going to let you do that right now....as we reverse roles. Susan, this time you're the case-worker.

HANK WALKS OUT OF SET. SUSAN KNOCKS ON DOOR

J: Who's there?

S: It's SUSAN, your caseworker

J: You back again?

S: You know I like to visit with you Juanita and find out what's new.

J: Well, come on in.

S: How've you been?

J: Can't complain.

POINTS TO IMAGINARY BEDROOM

S: Jan and Johnnie sleeping?

J: Uh-huh.

S: We'll make it quick then. Have you heard from your husband since my last visit?

J: That no good.

S: Have you worked?

J: I'd love too, but I can't, not with the kids. They aren't going to end up like this.

S: I heard something about a child
care center coming into the neighb
hood. I'll check it out. Maybe, wit
it, you can get a few hours of work
a week. I know you'd like that.

J: If you only knew how much.

S: Okay. You stay well. And take care
of those kids.

HANK WALKS IN APPLAUDING

H: What a difference. Susan, you were
efficient. Got the job done quickly.
Were understanding and friendly. Your
feelings of warmth and the way you
related them were obvious. You were
everything we expect from a public
service worker..

J: I liked the way she knew the names
of the twins. It showed she cared
about us, even though she probably
visits several families a day.

ECU HANK

H: Exploring your own feelings and
trying to understand the feelings of
others is a big part of person-to-
person relations. Put yourself in the
other person's place. Imagine you're

PUT MASK ON

wearing the other person's face.

CUT TO ALL FOUR ON BASIC SET.

C: These are some of the Public Service jobs we've discussed today....

REPEAT SEQUENCE WITH OLD LADY & CLERK

....a license clerk....

REPEAT SEQUENCE WITH SUE, HANK AND JUANITA IN TAX OFFICE

....a tax office supervisor and her assistants....

REPEAT SEQUENCE WITH PAROLE OFFICER

....a parole office administrator and his staff members....

REPEAT SEQUENCE WITH SUSAN AND JUANITA

and a welfare caseworker.

CUT TO CHARLIE

These are just some of the many PUBLIC SERVICE job opportunities....you might want to consider.

S: Today, in general we discussed relating to other people....by putting yourself in their place.

H: And we learned when we should use FORMAL and INFORMAL relationships.... the difference between talking to friends and supervisors.

J: We learned about how to relate better....by listening, smiling, asking questions....assuming the honesty and

integrity of others....admitting mistakes....

C: ....and being careful in our choice of words. We also learned about why people build fences. And how, if you help others satisfy their needs, they'll usually be more cooperative with your needs.

S: And putting yourself in the other person's shoes. Learning that could help but....

SUPER TITLE

ALL: YOU -- IN PUBLIC SERVICE

ECU MAN'S FACE. HE SINGS

When you....

ZOOM BACK AS HE LIFTS PHONE INTO SHOT. HE'S POLICEMAN

pick up the phone and get the police.

CUT TO MAILWOMAN PUTTING LETTER IN MAILBOX. SHE SINGS

or, you get a letter from a far-away niece.

CUT TO MAN WITH COMPUTER MACHINE. TURNING NUMBERS HE SINGS.

or, census checks population increase.

POLICE/MAIL POP INTO SHOT ALL 3 SING

P. S. - That's Public Service

ECU WOMAN'S FACE. SHE SINGS

When you....

ZOOM BACK. RESEARCH LAB

hear all the facts about aspirin

CUT TO BUS. DRIVER LEANS OUT WINDOW SINGS.

or, a new bus service is about to begin.

CUT TO MAN WITH LARGE FILE WALKING UP STAIRS OF OFFICIAL BUILDING

CUT TO ALL 3 IN BUS AISLE, SPREAD-LEGGED, HANDS HIGH. THEY SING.

UNIFORMED PEOPLE IN PRODUCTION NUMBER MARCH. CHANGING FORMATIONS AND BACKGROUND LOCALES

ECU MAN. HE SINGS

ZOOM BACK. HE'S BARTENDER HANGING LICENSE ON WALL.

CUT TO MAN WITH GAS MASK & LAB COAT, SINGING

WOMAN AT DESK ADMINISTERING TEST TO BARTENDER AND MASKED TECHNICIAN. SHE SINGS.

ALL 3 SING

ECU MAN'S FACE. HE SINGS

PULL BACK IN CONTROL TOWER

LIBRARIAN PUTTING BOOK ON SHELF SINGS

MAN SPRAYING PLANTS, SINGS

ALL 3 AT AIRPORT SING

or, internal revenue calls you in.

P. S. - That's Public Service

CHORUS: We're here, because you need what we do. 00,00. We're here, to provide that service for you. Just for you. Just for you.

When you....

get a license to sell wine and beer....

or, warnings are heard about smog in the air.

or, you get free help with a new career.

P. S. - That's Public Service

When you....

climb in a jet and take a safe flight....

or, the book you wrote needs a copyright.

or, farmers get help in fighting the blight.

P. S. - That's Public Service

CONTINUE UNIFORMED MARCH PRODUCTION NUMBER

CHORUS: We're here, because you need what we do. OO,OO. We're here, to provide that service for you. Just for you. Just for you.

MARCHING CONTINUES

MUSIC BEAT

ECU ONE PERSON

LIP SYNC: P. S. -- we may even have a job for you, too.

ON BEAT CUT TO REPEAT OF ALL 4 THREESOME SCENE

MUSIC BEAT

CENSUS CHECK: P. S. - That's Public Service.

BUS AISLE: P. S. - That's Public Service.

OFFICE: P. S. - That's Public Service.

AIRPORT: P. S. - That's Public Service.

CUT TO ALL MARCHERS AT CAMERA

TOGETHER: We do it for you!

MUSIC BEAT

NOTE: Over the final song go CREDITS for film, including OE and Educator credits. Profession credits include producer, director, writing, music, editorial, etc., ending with INSIGHT logo.

APPENDIX B

RELATIONSHIPS WITH OTHER PEOPLE

PRINT BASED MATERIAL

RELATIONSHIPS WITH OTHER PEOPLE

INTRODUCTION

Perhaps the single most important skill that a public service worker, or anyone for that matter, needs is the ability to get along with other people. "Person-to-person" relationships are the building blocks of all social interactions between two individuals. If there is an essential ingredient for success in life, both on and off the job, it is developing greater effectiveness in dealing with other people.

"A" RESPONSE SECTION

The lesson begins with you observing and participating in a half-hour television program. During the program, questions will be presented that you can answer using the Response Section (A) of this Workbook. Make the responses while the television program is going on.

"B" EXERCISE SECTION

This is for independent work. It should be started and completed by you immediately following the program, since much TV program-related material is included. Your working time should be no more than a half-hour.

"C" EVALUATION SHEET

This is a short evaluation test. When the test has been completed, it is easily removable for mailing (to your school or agency sponsor) so you can receive completion credit. When you have received credit for the entire COMMON CORE series, you will receive a CERTIFICATE OF COMPLETION for your permanent educational records. This may be helpful to you when included with a Public Service Job Application.

"D" ADDITIONAL MATERIAL

This section offers guidance in continued exercises that will help the individual to develop skills in dealing with other people. Work in this section can be coordinated with supervisors, employers, etc. (Section D is not required for completion credit.)

RELATIONSHIPS WITH OTHER PEOPLE
SECTION A
RESPONSE

TITLE: Clerk and the Lady

Check the answer you consider most correct.

QUESTION 1: Should the license clerk have:

(a) told the woman why she should hurry?
(b) asked her name?
(c) smiled at her?

QUESTION 2: Would the clerk have related better if she had:

(a) asked questions?
(b) told the woman to get to the end of the line?
(c) got help from a supervisor?

QUESTION 3: What should the clerk have done more carefully?

(a) put up her license sign?
(b) listened?
(c) explained that she had many different licenses available?

QUESTION 4: How would you feel if you came up against this kind of clerk?

(a) puzzled
(b) angry
(c) worried

TITLE: Informal/Formal Discussions

QUESTION 5: With Hank, do you think an INFORMAL discussion or a FORMAL discussion would have been more effective? Write what you think.

_____

_____

_____

QUESTION 6: With Juanita, would the FORMAL or INFORMAL INTERVIEW have been most effective? What do you think?

_____

_____

_____

TITLE: The Report

QUESTION 7: Whose fault was it that the report did not get done on time?

_____

QUESTION 8: To make certain Susan would do the report, should I have:

(a) told Susan how important the report was?
(b) told Susan how important she was, and that I rely on her when I need someone to do a special job?
(c) told her I needed it or else?

QUESTION 9: All three assistants were doing what against each other? Answer in your own words.

_____

_____

_____

QUESTION 10: List at least five things Juanita could have done better than the way she did them?

_____

_____

_____

_____

_____

RELATIONSHIPS WITH OTHER PEOPLE
SECTION B

I. Interpersonal Communication Skills

The expression, Public Service Occupations, suggests frequent face-to-face contacts with not only the general public, but with co-workers as well. With possibly a few exceptions, practically every public service employee encounters frequent person-to-person contacts both on and off the job. The ability to get along with people is very important in public service work. Place an "X" next to the type of person-to-person contacts you expect to have on the job.

____ supervisors

____ other workers

____ general public

Do you expect to communicate the same way with all three?

Yes ____ No ____

A. Office Behavior - Formal and Informal Relations

(a) Underline the following True (T) or False (F)

1. T F Public service agencies have clearly defined rules and regulation.

2. T F Generally, the behavior of the public service worker is not guided by established procedures and directives.

3. T F Generally, individual departments or units will have procedures manuals, which regulate conduct and office work.

When you begin a public service job, you will be told about the organization of your department. This information is important to you. You need to know about:

Administration services

Training

Safety rules

Personnel records

It's a good idea to learn about these matters as quickly as you can.

(b) Underline the word that makes the sentence correct.

1. In the above, you are learning about the (formal / informal) organization of an office.
2. Formal relationships (are / are not) well regulated by procedures and directives.
3. Formal relationships are most often required in dealing with (general public / co-workers).

Yes! The public service worker usually has more formal contacts with the public than with co-workers and these public contacts arise from the nature of the work.

Here are examples of formal public contacts.

Applicant applies for a license (marriage, building, automobile,

shop, profession). The public service license interviewer has specific questions to ask and information to obtain.

A social worker has information to obtain from a mother who needs support. She must get information.

A census worker contacts a farmer about his farm productivity.

A policeman "interviews" a motorist.

A state loan administrator has a discussion about a mortgage with a local businessman.

A customs inspector checks the baggage of a person entering the country.

These relationships are all FORMAL.

(c) They are formal because: (Underline True or False)

1. T F Only one person is working for the government.
2. T F They are prescribed by regulation.
3. T F The general public is expecting help with a particular service.

List here several examples that you think represent a formal relationship between a public service worker and the general public.

List examples such as:

library helper and library patrons

police cadet and general public

_____

_____

Many of your person-to-person relationships will be with your fellow employees. Often, these relationships are not prescribed by regulations. They are informal (or free).

(d) Underline True or False.

1. T F Informal relationships are generally more relaxed than formal relationships.
2. T F Informal relationships are not allowed in public service organizations.
3. T F Informal relationships tend to be more personal than formal relationships.
4. T F In real life, the distinction between formal and informal social relationships is not always clear.

Informal relationships enhance friendliness. The public service worker develops many "work" friends. These are people you are friendly with at your place of work. As one might expect, many public service workers become personal friends -- friends that are seen socially afterward and/or on weekends.

(e) Underline True or False

1. T F A public service worker should cooperate more on the job with co-workers who are personal friends than those that are seen only at the job.
2. T F The more formal the relationship between public

service workers, the more productive the organization is.

3. T F The relationship of a pre-school teachers' aide with his students is an example of an informal relationship.

In public service work, your relationship with your supervisor may be both formal and informal. It is formal in that your supervisor and you have regulations and directives controlling how you work with one another. He must assign work, evaluate performance, instruct, direct, and so on. You have an obligation to cooperate. However, much of your contact with a supervisor may be informal, not prescribed by rules. You will quickly learn to detect when the relationship is formal or informal.

(f) Place a check in your choice.

1. Formal ___ Informal ___ Performance Review by supervisor.
2. Formal ___ Informal ___ Discussion of bowling league at lunch.
3. Formal ___ Informal ___ Unscheduled "bull session" about need for safety training.
4. Formal ___ Informal ___ Daily assignment of work loads.
5. Formal ___ Informal ___ Briefing on organization vacation guidelines.
6. Formal ___ Informal ___ Mutual comments about the cafeteria food.

In your own words, briefly identify the kind of relationship a public service worker will have with:

a. supervisor _____

b. co-worker _____

c. general public _____

B. Listening

When people are conversing person-to-person, two great human capacities are being used -- talking and listening. A good conversation requires that both be done well. Unit 1, Oral Communications, stressed the need for all aspects of speaking well, but listening well is as critical as speaking well.

In your person-to-person conversations, do you

talk more than 50% of the time _____

listen more than 50% of the time _____

do each about 50% of the time _____

In any case, you spend much time listening.

(a) Underline True or False

1. T F Interpersonal communication can be defined as a two-way flow of information from person-to-person.

2. T F Our idea about a person's "personality" comes from observing how he gets along with other people.

3. T T Listening is not an active process; we cannot control it.

Many people do not listen well. Studies have shown that, on the average, a person retains only about 25% of a given speech after only 10 minutes have elapsed.

To listen well, you must do <u>two</u> things.

pay attention

listen for the meaning of what is being said. It is not enough to "have your ears open". You must concentrate. Check up on your own listening. Do you do any of the following:

___ think about what you are going to say so much, you don't listen to the other person

___ interrupt so that you can make your point

___ fail to ask questions to make sure you understand

___ look like you're listening but actually "daydream"

___ use mannerisms (body language) to indicate disagreement while someone else is talking to you

As a check on your listening, state to a friend as many of the words of the song "Human Relations" as you recall.

Truly, listening is an active process; the public service worker knows that doing it well is an important part of his job.

II. FACTORS IN INTERPERSONAL COMMUNICATION

Engaging in effective person-to-person communication would seem to be relatively straight forward. You can acquire the speaking and listening skills needed to be a good communicator. And you can learn common sense rules about when and where to speak to people. But there is more to it than that. Before looking into the major problems that effect your interpersonal (person-to-person) conversations, consider a few common sense situations.

Would a pre-school teacher's aide use the same vocabulary in talking to a three-year old as she would in talking to the pre-school teacher? Obviously not.

A. Right Time and Place

Again, when a supervisor must talk to a subordinate, he should ask himself the question, "Is this the right time and place". For many conversations, privacy is required.

(a) Check Agree or Disagree

1. Agree ___ Disagree ___ The words one uses should be appropriate for the occasion.
2. Agree ___ Disagree ___ One's choice of words rarely has a direct bearing on an interpersonal communication.
3. Agree ___ Disagree ___ Personal problems should be discussed only in private.

B. Attitudes and Emotions of the Individuals

Attitudes and emotions of individuals strongly affect interpersonal communications.

(a) Check Agree or Disagree for the following:

1. Agree ___ Disagree ___ Both the speaker and the listener have unique desires, some open and some hidden from the other person. These desires can and do strongly influence interpersonal relationships.

2. Agree ___ Disagree ___ When a conversation involves a demand from one person on another, it is unlikely to cause an emotional response since there is no misunderstanding.

Actually, how one states a demand can effect strongly how the listener reacts. (Techniques for making demands skillfully are presented in the Oral Communications Unit.) As the film for this (Unit) showed clearly, some people seem to react emotionally to unemotional statements.

3. Agree ___ Disagree ___ The feelings a person has toward another person are rarely reflected in his tone of voice, choice of words or body movements.

4. Agree ___ Disagree ___ Human beings have acquired most of their opinions, assumptions and value judgments through their relationships with other people.

5. Agree ___ Disagree ___ Past experience is the source of a person's good and poor qualities.

6. Agree ___ Disagree ___ A strong bias usually blocks an effective communication if the subject of the communication concerns that particular bias.

All people learn from experience. All learn much without being aware of what was learned or how it came about. Public service workers must be careful not to let their past experiences interfere with doing their job. Reflect! Do you have a prejudice that might interfere with the way you do your job? If you are aware of it you can probably control it.

(b) Place a check mark next to the public service jobs in which you believe irrational prejudices might effect formal communication with the general public.

1. ___ Social Worker
2. ___ Mail Sorter
3. ___ Fire Fighter
4. ___ Librarian
5. ___ FBI Agent
6. ___ Trash Remover
7. ___ Lawyer
8. ___ Army Officer
9. ___ Home Economist
10. ___ Forester

Some jobs do require much more formal contact with the public. However, every public service worker should develop insight into "what makes him tick".

The words "objective" and "subjective" are important in evaluating one's relationship with other people.

The behavior of an infant and a young child is "subjective". It is self-centered. Everything is personal. One's own feelings and desires guide one's actions. As a child grows, the education process in the home and school aims at making him more "objective". That means the child should learn to be less self-centered and more fair and reasonable. When the developing person becomes largely objective in his dealings with others, he is said to be "adult". In human relationships "adult" refers not to age, but to objectivity. Do you know anyone over 21 whom you do not consider "adult"? Unfortunately, some people remain mostly "subjective" (childish) most of their lives.

(c) Underline True or False

1. T F When an objective adult talks to a subjective adult, it is almost as if an adult is talking to an angry child.
2. T F The most effective interpersonal relationships are those that are childlike in character.
3. T F The public service worker who is objective in dealing with the general public will be fair in his discussions.
4. T F Differences in the degree of objectivity of two people is unlikely to have a negative effect on their interpersonal communications.

C. Defense Mechanisms

When people are bothered by a physical problem such as a splinter, we call it "pain". When they are bothered by a life problem, we call it "worry" or anxiety. Every day people protect themselves against physical harm. They duck to keep from bumping heads, they avoid burns. In other words, they constantly "defend" themselves. When one is being careful driving a car, one is using "defensive driving". All public service jobs have safety procedures to protect the workers.

People also try to protect themselves from anxiety and frustration. Their attempts to do this are called defense mechanisms. All people have them; they are valuable; but when they amount to

self-deception, to "kidding ourselves", they are bad. Many a public service career has been harmed because the worker did not understand his "defense mechanisms".

This is a story of a "defense mechanism" at work. A college instructor applied for a job at another college. His only reason for not getting it was the quality of his speaking voice. He decided to take speech training. The speech analyst made a recording of the instructor's voice. The criticism was painful. The analyst "told it like it is". The instructor's speech was too nasal, words were not articulated clearly and so on.

The instructor was a sensitive fellow. Since he was teaching at the time, he felt sorry for his students who had to listen to his awful voice. Then the "defenses" began to appear. He thought, "At least I have something to say; that speech analyst has a pretty voice but he doesn't know anything. He's just an actor". So, the instructor stopped feeling sorry about his voice because he had something to say. He felt better. The defense mechanism used by the instructor is a form of rationalization. It was useful in reducing his anxiety. But he still needed voice training and he got it. However, if he decided it wasn't important because "content" is the thing, he would have "overreacted" and used a defense mechanism poorly. He would have used it as an excuse to avoid doing something the facts showed he should do.

(a) Underline True or False

1. T F Defense mechanisms are harmful; they have little positive value.
2. T F Defense mechanisms are unconscious. We have great trouble identifying them.
3. T F People use defense mechanisms to protect their basic biological and social needs.

(b) For each of the needs in the following, identify its class by placing B for Biological or S for Social next to it.

1. ___ Rest
2. ___ Justice
3. ___ Affection
4. ___ Food
5. ___ Air
6. ___ Status
7. ___ Security
8. ___ Water

(c) Check Agree or Disagree in the following:

1. Agree ___ Disagree ___ Fear of loss or failure in any of these basic needs is related to the development of defense mechanisms.
2. Agree ___ Disagree ___ Attitudes toward failure are learned as adults and rarely originate from childhood experience.
3. Agree ___ Disagree ___ All people are equally dominated by the fear of failure.

4. Agree ___ Disagree ___ Individuals dominated by a fear of failure are likely to use defense mechanisms to keep themselves from having to perform or to change.

There are three defense mechanisms that are used often. One is rationalization. The instructor story is an example of rationalization. Rationalization becomes bad when people use it to make any impulsive, unreasonable action seem logical. "Making excuses" is rationalization.

You may have seen a child at play break a toy and then blame it on another child. In accusing the other child, the guilty one might say, "She always breaks things". This defense mechanism is called projection.

(d) Underline True or False

1. T F Rationalization is making a logical action seem impulsive.
2. T F Projection is assigning one's traits to others.

If you can, list one example of projection you are aware of:
Example: A person who lies about other people accuses them of lying about him.

_____

_____

Here is one kind of mechanism that tends to make people feel good.

Identification - This means assuming someone else's favorite qualities are their own. A person can say: I am as pretty as Mary Lou; as brilliant as Einstein; as honest as Abe. A little of this "daydreaming" is O.K. But if a person really believes his "identifications", it can lead to serious personality disorders. Such a person may think that he doesn't need experience or training to advance; that he is as good as the co-worker who got a promotion, and so on. He does not have a realistic idea of his own strengths and weaknesses.

In general, the use of defense mechanisms to protect our social and psychological needs can be dangerous.

(e) Underline True or False

1. T F A common factor in all defense mechanisms is their quality of self-deception.
2. T F Defense mechanisms do not have a direct influence on interpersonal relationships.
3. T F Defense mechanisms can lead a person to form erroneous opinions about another person's motive.
4. T F A difficult but obtainable social goal for all public service workers is to become less defensive through greater acceptance of others.

5. T F Putting the blame on someone else is a very common form of defense mechanism.

6. T F Few defense mechanisms can be found in the everyday behavior of most normal people.

D. Role-Playing in Interpersonal Relations

Earlier in this lesson, you considered that a public service worker has formal contacts and informal contacts. It can be said that as a public service employee you play a formal role and an informal role.

(a) Underline True or False

1. T F People you meet while you are in a formal role do not "really" know you.

2. T F Everyone wears a mask and plays a certain role or roles in life.

3. T F It can be said that we are playing a role even when we are "being ourselves".

4. T F As you advance in a public service career, you will have new and different duties that will require new modes of behavior or roles.

The way that people behave tends to reflect stable values that are important to them. Some people are mild, some aggressive. Some tactful, others direct. You are familiar with many such tendencies which psychologists call Interpersonal Values.

(b) On the left is a list of names of values that we all have to some extent. On the right is a list of definitions for the values on the left. Match the definitions with the names by placing the letter identifying the definition in the space next to the name.

Value Dimension	Value Definition
1. ___ Support	A Being admired, looked up to, considered important
2. ___ Conformity	B Being in charge of others, having authority or power
3. ___ Recognition	C Being treated with understanding, encouragement, kindness
4. ___ Independence	D Sharing and helping
5. ___ Benevolence	E Being able to do what one wants, making one's own decisions
6. ___ Leadership	F Doing what is socially correct, accepted and proper

Look at the value definitions. How do you feel personally about each? Which two are your strongest tendencies?

In summary, for public service workers to be effective in interpersonal relationships, they must be aware of their own needs and of the needs of other people. They must begin by being able to assess their own

strengths and weaknesses.

This concludes Section B, Exercise. We recommend that you accomplish Section C, Evaluation, immediately.

ANSWER REFERENCE SHEET

I. Interpersonal Communication Skills

A. (a) 1. True
2. False
3. True

(b) 1. Formal
2. are
3. general public

(c) 1. False
2. True
3. True

(d) 1. True
2. False
3. True
4. True

(e) 1. False
2. False
3. False

(f) 1. Formal
2. Informal
3. Informal
4. Formal
5. Formal
6. Informal

B. 1. True
2. True
3. False

II. Factors In Interpersonal Communication

A. 1. Agree
2. Disagree
3. Agree

B. (a) 1. Agree
2. Disagree
3. Disagree
4. Agree
5. Disagree
6. Agree

(b) Irrational prejudice should be avoided on all jobs. It would be particularly bad for jobs 1, 4, 5, 7, 8 and 9.

(c) 1. True
2. False
3. True
4. False

C. (a) 1. False
2. False
3. True

(b) 1. B
2. S
3. S
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5. B
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7. S
8. B

(c) 1. Agree
2. Disagree
3. Disagree
4. Agree

(d) 1. False
2. True

(e) 1. True
2. False
3. True
4. True
5. True
6. False

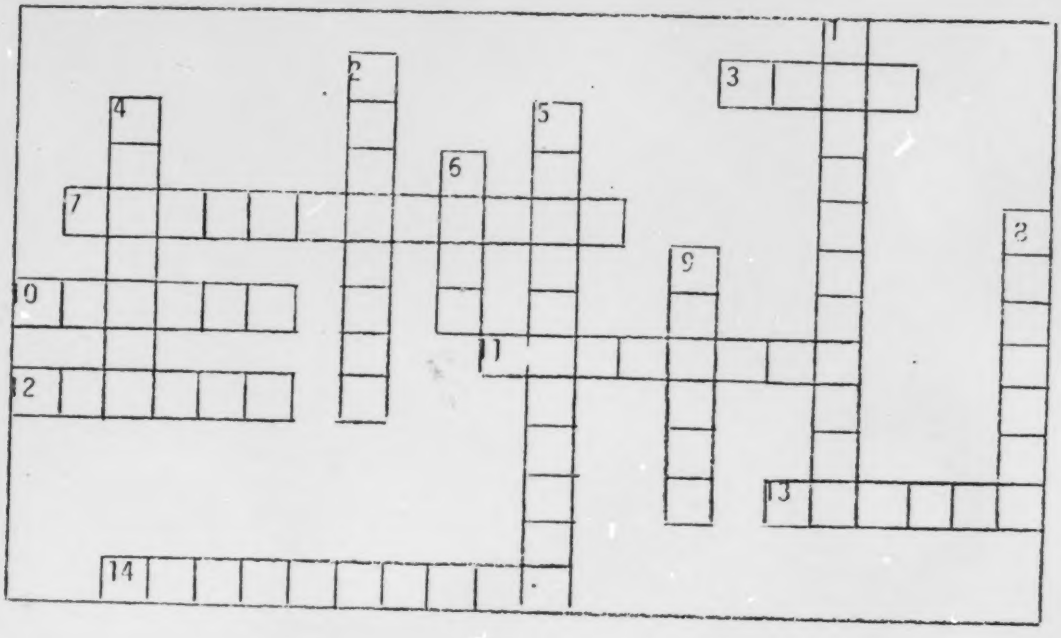
D. (a) 1. True
2. True
3. True
4. True

(b) 1. C
2. F
3. A
4. E
5. D
6. B

RELATIONSHIPS WITH OTHER PEOPLE
SECTION C
EVALUATION

This Evaluation Exercise is to be completed and mailed or delivered to your course monitor. This will ensure your getting credit for completing this Unit of the Common Core Series. Please accomplish the following items.

Fill in the crossword puzzle below.



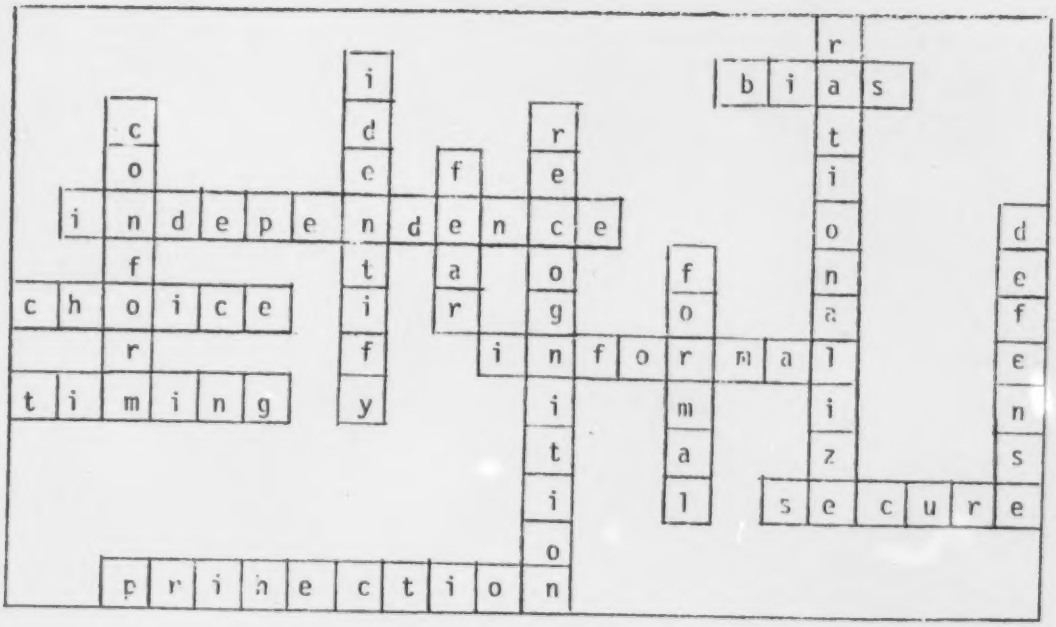
ACROSS:

3. A strong prejudice or _____ can block good relationships.
7. Being able to do what one wants to do satisfies the need for _____.
10. One's _____ of words should be correct for the occasion.
11. Friends usually have an _____ relationship.
12. In talking over problems with others _____ is important.
13. Everyone needs to feel _____.
14. _____ is assigning one's traits to others.

DOWN

1. We____when we try to make our actions seem logical.
2. When we assume someone's qualities as our own, we____with that person.
4. Individuals____when they do what is socially proper.
5. When we attract favorable attention we gain____.
6. Some people have a strong____of failure.
8. _____mechanisms help to protect a person from anxiety.

ANSWER KEY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RELATIONSHIPS WITH OTHER PEOPLE
SECTION D
ADDITIONAL MATERIALS

The development of high skill in dealing with other people is an activity that must be continuing. The major point made in this unit is that advancement in any public service career field may depend to a large extent upon such skills. The following are suggestions, General and Specific, that may help you in your self-development.

GENERAL SUGGESTIONS

The broad general recommendation is to participate in agency, workshop, college and/or formal self-study programs.

A. Self-Development

You can begin a self-development program using the activities presented under Specific Suggestions in this Section. The exercises are practice ones you can use at anytime.

There are many short courses, workshops and correspondence courses dealing with specific aspects of human relations training. You can find out about them from your local library or the guidance office of a Community College.

B. Colleges

Many courses in the human relations area are offered by community colleges, colleges and universities. There are special courses you can attend without being required to work for a college degree. These

courses have the advantage of being spread over fifteen (15) or more weeks. This allows you plenty of time to study and practice the ideas and techniques you are learning.

SPECIFIC

The following are activities you can use to further your human relations training with the cooperation of family members, friends or co-workers.

A. Supervisor-Subordinate Role Play

The film showed two role plays between a supervisor and subordinates. The situation is not a complicated one, but it does allow for a good opportunity to practice human relations skills. The situation is that an employee causes his department to miss its work objectives for a certain day by not reporting to work and not phoning in to say he will be absent. The next day, the responsible supervisor talks to him about it. The supervisor's objective is to make sure that such lack of concern for the department's objectives is not repeated. This is a situation applicable to just about every public service job.

Role play this situation with family members or friends. At least once, act as the supervisor; then as the subordinate. Do not copy the script; make up your own discussion. However, to help your partner and you prepare for the role play, you can read the script of the film role play that follows.

SCRIPT

LIMBO. HARRY. BEHIND A DESK.

HARRY: Now--I'm a supervisor, okay? You've probably been on the other side of this scene you're about to see... Before we begin, let me set it up for you--so you can be on "both sides of the human relationship".... both failed to call in--both lousing up the work objectives. Now....I try to treat people the same way. No favoritism. I mean: is there any other way?

JOE AS MEL: Hey Harry --- you wanted to see me?

HARRY: Oh, yeah Mel. Come in boy---Glad to see you.

JOE AS MEL is good-natured---expansive, constant grin on his face.... feels he has a good give and take kidding relationship with HARRY, who returns the hail-fellow-well-met attitude.

HARRY: Nice to have you back, kiddo.

JOE AS MEL: Always nice to <u>be</u> back. You know I consider this place my home away from home.

HARRY: (laughs) Well, we miss you. When you don't show up there's a big gap --- you let everybody down.

JOE AS MEL: Oh? I thought absence made the heart grow fonder?

HARRY: (laughs) Well, after the third time, your absence only makes everybody's heart "burn"! If you know what I mean?

JOE AS MEL: I get the picture.

HARRY: (needling) Besides -- we do expect you to call in so we don't just sit around all day worrying ourselves to death wondering how your golf game's coming along.

JOE AS MEL: Come on: I didn't play golf---at least not yesterday....

HARRY: You mean you were really sick?

JOE AS MEL: Well, I felt a little woozy when I got up in the morning...so I just dozed off...Joan woke me too late.

HARRY: Why didn't you at least call in?

JOE AS MEL: (grinning) Well...one thing led to another...

HARRY: Look, Mel -- I'm a reasonable guy---don't want to interfere with your life...but you do have a responsibility...to the section...rest of the people... got jobs to do...objectives to meet...if we don't meet our goals it only louses up people along the line...Yesterday we had to move somebody to your

place who couldn't work as well as you...so we didn't get everything done...

JOE AS MEL: I know...just one of those things. I'm only human, right?

HARRY: We're all only human. So next time give us a break... don't make a next time, right?

JOE AS MEL: Right. No next time.

CAMERA ZOOMS TO CU HARRY.

Small Group Discussion

Holding a small group discussion (3-7 people) will enable you to practice communication skills but also to deepen your understanding of basic ideas. For this unit, you can organize an informal small group (family, friends) and discuss the topic, "People are mutually dependent on one another in many different ways". Actually, you can encourage family members and friends to watch the Common Core films with you. Then they can work with you on practice exercises such as this much more easily.

C. Roles in Interpersonal Communications

A development of one's ideas about the idea of "playing roles" in life can be had through small group discussion. Situations require us to take positions, to play a role. In an informal group discussion

examine roles played by you, family members and friends. You will find that many are useful and necessary.

EVALUATION CHECKLIST

SPECIAL ACTIVITIES

	Supervisor Role Play	Small Group Discussion	Roles in Communication
Defense Mechanisms:			
Did you: rationalize			
project			
identify			
Role Playing:			
What role did you play?			
Did you Act:			
supportive			
conforming			
respectful			
independent			
benevolent			
as a leader			
Were you:			
formal			
informal			
objective			
subjective			
Did you:			
pay attention			
remember			

D. Understanding Interpersonal Relationship

To share in your understanding of this topic, prepare and deliver an informal 3 to 5 minute talk to be given to family members and friends. The topic of your talk is "Understanding interpersonal relationships can help a person to effectively work with people".

REFERENCES

Games People Play, Eric Berne, Grove Press, 1969.

I'm OK: You're OK: A Practical Guide to Transactional Analysis, T. A. Harris, Harper-Row, 1969.

How to Read a Person Like a Book, G. I. Nierenberg and Henry Calero, Hawthorn Books, Inc., 1971.

APPENDIX C

CAREER EDUCATION OVERVIEW

Appendix

CAREER EDUCATION

Introduction

The advent of career education upon the public schools system in this country can be directly attributed to Marland (1972). The tone of his article, indeed of the career education movement can be inferred from Marland's opening remarks.

> "The first attitude that school principals should change, I suggest, is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grievous example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational. As a first step, I suggest we dispose of the term vocational education and adopt the term career education. Every young person in school belongs in that category at some point, whether engaged in preparing to be a surgeon, a bricklayer, a mother, or a secretary." (p. 188)

The concept of career education is still emerging during this decade. The career education concept has its roots in developmental psychology and vocational guidance. A plan for career development of our nation's children certainly represents a tremendous challenge for educators in general and educational psychologists and counselors in particular. Career education is a total concept that should permeate all of education...it should become a part of the student's curriculum from the moment he enters school. By giving meaning to

academic skills, career education should neither deny intellectual achievement nor denigrate manual skills.

Although there are central concepts of career education, such as, preparing for a successful career, hands-on occupational experiences in the classroom and field, orderly progression of career development, and placing value on the worth and dignity of all work. There are four distinct models of career education. A brief description of these four models will help to put the film Relationships With Other People and the curriculum material, "Getting Along With Others" which served as a cognitive base for the film in perspective. Adaptations of the following four models have been developed to meet particular needs.

School-Based Model

Certainly the most thoroughly developed model of career education developed to date is the school-based model. The school-based model concerns itself with the total curriculum of students from pre-schools to colleges or universities. As a part of making the world of work, or the 40,000 or so different occupations, make sense to students, 15 career clusters or broad occupational groupings were developed. Figure 11 shows the current 15 USOE career clusters. It is important to note that each of these career clusters or families includes many diverse occupations. Therefore, skill training for a career cluster would necessarily have to focus around a

AGRI - BUSINESS AND NATURAL RESOURCES

BUSINESS AND OFFICE

COMMUNICATION AND MEDIA

CONSTRUCTION

CONSUMER AND HOMEMAKING

PUBLIC SERVICE

FINE ARTS AND HUMANITIES

ENVIRONMENT

HEALTH

HOSPITALITY AND RECREATION

MANUFACTURING

MARKETING AND DISTRIBUTION

MARINE SCIENCE

TRANSPORTATION

PERSONAL SERVICES

Figure 11. U.S.O.E. Designated Career Clusters

broad core of common skill competencies for that particular career cluster. Career education then can be distinguished from vocational education in its more comprehensive objectives and goals. Whereas career education might help to prepare a student for a health career, vocation education might prepare a student for a career as a dental technician.

Figure 12 shows the sequential phases of career education. Phase I - Career Awareness (grades K - 6) concerns itself with creating an awareness of the world of work and the 15 USOE career clusters. Students at this level are encouraged to fantasize about careers and begin to explore how they feel about themselves. Phase II - The Career Exploration Phase, occurs at the junior high school level (grades 7 - 9). Students at this level are encouraged to explore career clusters, and begin to formulate tentative career decisions and relate these decisions to educational programs at the secondary school level. Phase III - The Career Orientation Phase, (grades 9 - 11) provides students with an in-depth orientation to two or three of the fifteen USOE career education clusters. Students at this level would find out about the different career families comprising a career cluster. Voluntary or paid work experience in a career area might be a component of this phase of career education. The final phase of the school-based career education is Phase IV - The Career Preparation Phase, and this phase occurs at grades 11-14 (and beyond). The sequential development of career education should

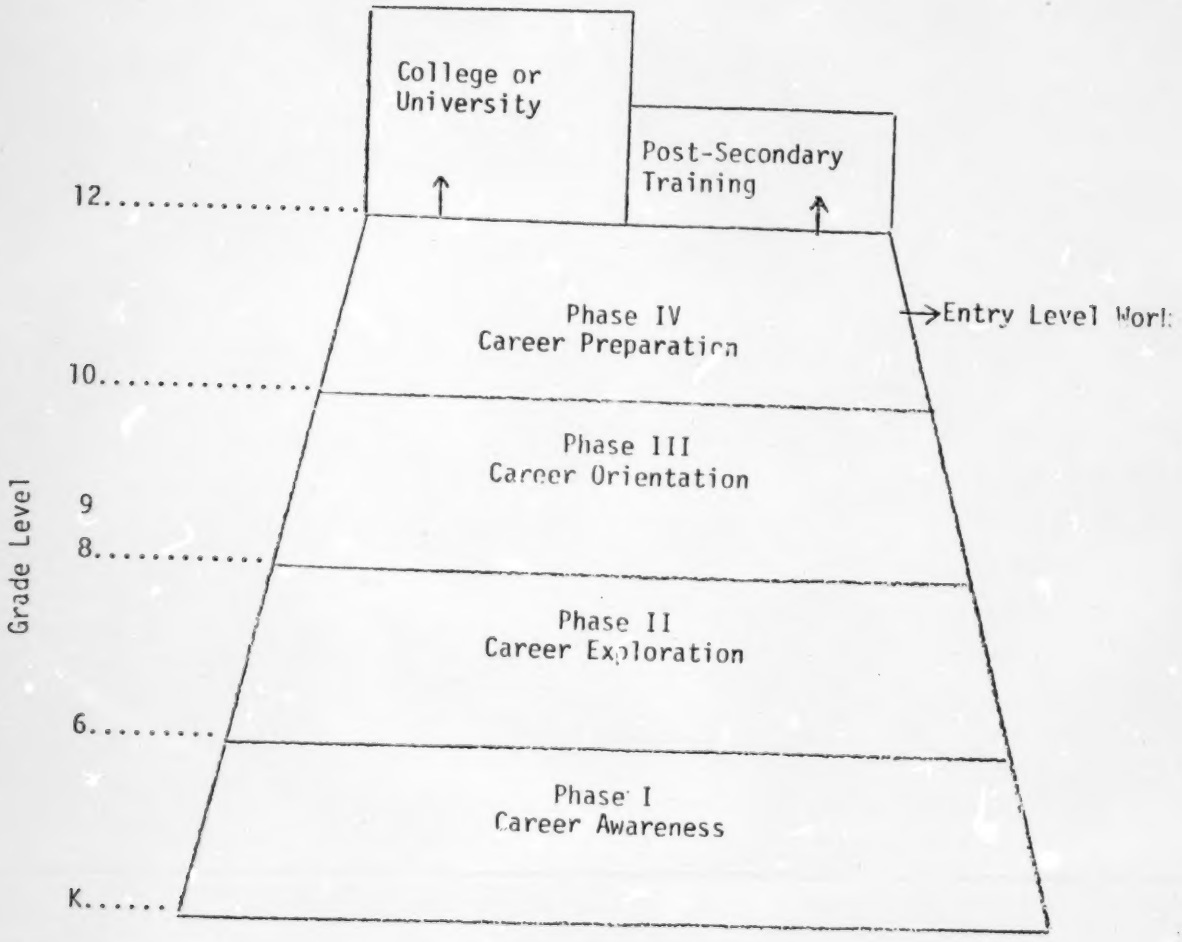

Figure 12. Four Phases of School Based Model - Career Education

allow students to focus in on a specific career cluster at this point. Students should begin to translate their attitudes, appreciations, coping behaviors, career information, decision making, educational awareness, lifestyle and self-development into a career preparation program. Vocational education could be one option for a student at this phase. The student who completes the school-based career education program has three options upon leaving secondary school: entry level work, advanced technical training at a post-secondary level, or attendance at a college or university for beginning professional career preparation.

Employer Based Model

This model is based on a total educational experience for students from thirteen to eighteen who find current school offerings unchallenging. This model is an alternate system to conventional schools and shows promise in helping potential dropouts. Public and private employers work together with educational agencies to form a consortium whereby students can acquire both academic and job-related preparation.

Problems yet to be resolved with the Employer Based Model of career education include: providing appropriate incentives for the employer, child labor laws and insurance problems associated with having students at work, and insuring that students get a wide variety of career related work experience...not just training for a specific job in a specific company.

Home Community-Based Model

This model is designed to reach out-of-school adults who want to train for new jobs. The principal media used to get this career education message out are television and radio. The USOE Public Service Career film series was developed to meet the needs of young unemployed or underemployed adults, and be shown via close circuit television to the target audience in their homes. New methods and ideas for helping the media and local communities provide a Home-Based Model for career education are only being pilot tested now. This model shows promise in that is has the potential to reach selected target populations such as unemployed teenagers and middle age housewives looking for new careers more effectively than traditional school-based programs.

Residential Model

This fourth model of career education is designed for disadvantaged families primarily living in rural or isolated areas. Under this model an actual community is formed of two or three thousand people and the families are provided with food and shelter while one or both of the parents gets hands-on job training.

The pilot residential model program has been occuring at an Air Force base near Glasgow, Montana. This center serves residents from Idaho, Montana, Nebraska, North Dakota, South Dakota, and Wyoming.

APPENDIX D

PERSONOLOGICAL VARIABLES

COMBINED Sy, To, AND Ai SCALE

1. I enjoy social gatherings just to be with people.

2. I looked up to my father as an ideal man.

3. A person needs to "show off" a little now and then.

4. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."

5. When in a group of people I usually do what the others want rather than make suggestions.

6. I liked "Alice in Wonderland" by Lewis Carroll.

7. Several times a week I feel as if something dreadful is about to happen.

8. I have had very peculiar and strange experiences.

9. It makes me feel like a failure when I hear of the success of someone I know well.

10. Usually I would prefer to work with women.

11. I have very few fears compared to my friends.

12. For most questions there is just one right answer, once a person is able to get all the facts.

13. As a child I used to be able to go to my parents with my problems.

14. I seem to be about as capable and smart as most others around me.

15. I usually take an active part in the entertainment at parties.

16. The trouble with many people is that they don't take things seriously enough.

17. I have often met people who were supposed to be experts who were no better than I.

18. I liked school.

19. It is always a good thing to be frank.

20. A windstorm terrifies me.

21. I feel sure that there is only one true religion.

22. It is very hard for me to tell anyone about myself.

23. I usually feel nervous and ill at ease at a formal dance or party.

24. I have at one time or another in my life tried my hand at writing poetry.

25. Once a week or oftener I feel suddenly hot all over, without apparent cause.

26. With things going as they are, it's pretty hard to keep up hope of amounting to something.

27. I like to be the center of attention.

28. I can be friendly with people who do things which I consider wrong.

29. I have no dread of going into a room by myself where other people have already gathered and are talking.

30. When in a group of people I have trouble thinking of the right things to talk about.

31. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.

32. I don't blame anyone for trying to grab all he can get in this world.

33. I was a slow learner in school.

34. I like poetry.

35. I am likely not to speak to people until they speak to me.

36. I do not dread seeing a doctor about a sickness or injury.

37. Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on top of the world."

38. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.

39. Most people make friends because friends are likely to be useful to them.

40. It is all right to get around the law if you don't actually break it.

41. Parents are much too easy on their children nowadays.

42. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.

43. I have a tendency to give up easily when I meet difficult problems.

44. I would like to wear expensive clothes.

45. I have strange and peculiar thoughts.

46. I frequently notice my hand shakes when I try to do something.

47. I like parties and socials.

48. I should like to belong to several clubs or lodges.

49. Teachers often expect too much work from the students.

50. I do not have a great fear of snakes.

51. I commonly wonder what hidden reasons another person may have for doing something nice for me.

52. Sometimes I feel as if I must injure either myself or someone else.

53. I have had more than my share of things to worry about.

54. I am quite often not in on the gossip and talk of the group I belong to.

55. I think I would like to fight in a boxing match sometimes.

56. Once in a while I laugh at a dirty joke.

57. If given the chance I would make a good leader of people.

58. I like to plan a home study schedule and then follow it.

59. I have often found people jealous of my good ideas, just because they had not thought of them first.

60. Most people are honest chiefly through fear of being caught.

61. At times I have worn myself out by undertaking too much.

62. I love to go to dances.

63. Most people inwardly dislike putting themselves out to help other people.

64. People pretend to care more about one another than they really do.

65. I like to read about history.

66. The future is too uncertain for a person to make serious plans.

67. The man who provides temptation by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it.

68. I am a good mixer.

69. When a man is with a woman he is usually thinking about things related to her sex.

70. I sometimes feel that I am a burden to others.

71. Only a fool would try to change our American way of life.

72. I often feel as though I have done something wrong or wicked.

73. In school I found it very hard to talk before the class.

74. Lawbreakers are almost always caught and punished.

75. I dread the thought of an earthquake.

76. I think most people would lie to get ahead.

77. I like science.

78. I often lose my temper.

79. I am bothered by people outside, on streetcars, in stores, etc., watching me.

80. I have no fear of water.

81. I like to read about science.

82. It is hard for me to act natural when I am with new people.

83. I refuse to play some games because I am not good at them.

84. I feel that I have often been punished without cause.

APPENDIX E

PERSONOLOGICAL VARIABLE - ANSWER SHEET

GROUP_____ STUDENT NUMBER_____

ANSWER SHEET

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RELATIONSHIPS WITH OTHER PEOPLE

Please read the following questions and answer them to the best of your ability. Put your answers on the separate "ANSWER SHEET." If you have any questions while taking this test, please raise your hand and you will be helped.

1. Mary, Jane, and Joan are supervisors at an agency. Mary, Jane, and Joan must interview people to find out what their needs are.

   --Mary: Our goal is to do the job efficiently. Since this agency is tax-supported, we owe it to the taxpayers to do the job as fast and efficiently as possible. When you interview people, don't waste time on chit chat and smiles. Get to the point immediately, ask the necessary questions, and go on to the next person. You should be able to interview 35 people a day if you spend 3 minutes on each person. This will save the taxpayer money.

   --Jane: I want my employees to take their time to be friendly. Smile, ask the necessary questions, then go on to the next person. Be sure to get the answers to every question. Don't chat informally because too many people have to wait in line.

   --Joan: We don't want to embarrass these people. Be as informal as possible. Try to get as much information as you can when you talk about their families, their hopes and dreams. If they don't want to answer questions that seem embarrassing to them, forget it. Remember, we are here to serve the people.

   Which supervisor is best as person-to-person relationships in your opinion?

   a. Mary
   b. Jane
   c. Joan
   d. hard to tell based on the above statements

2. "Public Service" can best be described as:

   a. charity or volunteer work
   b. working for the government
   c. serving in the Armed Forces
   d. working for a personnel agency

3. Joan wanted to do well on the job. When she didn't get her work done right, she always told her supervisor the reasons why she had failed to do the job correctly.

   How do you think Joan's supervisor felt about Joan?

   a. She liked Joan because she was trying to do a good job and was honest enough to tell her why she didn't do things well.
   b. She felt Joan was lazy and "scapegoating" and did not care about doing her work.
   c. She felt Joan was a chronic "buck passer" and couldn't be trusted at all.
   d. She felt Joan rationalized and would be a good worker if she could break this habit.

4. A license interviewer in a motor vehicle agency would normally have _____discussions with applicants.

   a. friendly
   b. formal
   c. brief
   d. informal

5. The boss-employee relationship:

   a. should normally be on a formal basis. This lets everyone know where he stands. If you're friendly with your employees, they'll try to take advantage of you.
   b. should always be on a formal basis. Then your employees will know exactly where you stand at all times.
   c. should normally be on an informal basis as this approach will work in a number of situations. However, you should realize that a formal approach may be required at times.
   d. should always be on an informal basis. Being a friend as well as a supervisor will result in getting the most work out of your loyal employees.

6. People communicate best when:

   a. they write to each other. When everything is down in black and white, it's easy for people to understand each other.
   b. they concentrate on the words each other is saying. Listening to the tone or the way a person says something can be misleading. People should concentrate on "words" and try not to let other things influence them because most persons don't say things unless they really mean them.

c. they listen to words, the tone of voice and the way other persons move when talking. People don't always say what they feel. Sometimes a person can say one thing but his movements and tone tell you he believes something else. You'll be more accurate if you take in the whole picture.
d. they look each other in the eye when they are talking. Forget about the words people say. You'll get a better picture of a person if you have eye contact with him, watch his body movements, and listen to the tone of voice.

7. Although Frank had always secretly wanted to be a policeman, when his parents asked him if he wanted to become a policeman, he replied, "No, I thought Suzy wanted to work for the police." Frank's statement is an example of:

a. rationalization
b. a defense mechanism
c. denial
d. a "white lie"

8. One of the principles in interpersonal relationships is to:

a. think of yourself first and try to help others when you can
b. look out for yourself. Other people are going to look out for themselves, so you'd better protect yourself.
c. think of the needs of other people as well as your own. Try to imagine yourself in the other person's place.
d. think of the feelings of other people. Put yourself in the other person's shoes. Your needs are not as important as the feelings of others.

9. In your judgment, why would a boss-employee relationship not have to be "formal" all the time?

a. the "informal" approach is the best way to get work done
b. the "formal" approach is too stuffy
c. it's good for the boss to relax now and then and be "informal"
d. sometimes a boss can get more information to help the employee by using the informal approach

10. The best way to get ahead is:

a. to make other people look bad if you can. Then you will look good to the boss.
b. put the blame on others if the job has been done badly
c. take all the credit if the job has been done well. Have confidence in yourself.
d. share the credit and the blame for the jobs done

11. Why do you think public service workers need to know about relationships with other people?

a. they need to be friendly with people so everyone they deal with will like them
b. it's important to know how people behave so public service workers can guide them
c. it's important for public service workers to know how civilians communicate between themselves
d. for success on the job

12. The personnel manager wanted to place a newly hired worker, Bill, in Frank's office. Most of the people in Bill's racial group that Frank had hired had made many mistakes in their work. Frank should:

a. turn Bill down...experience is the best teacher
b. take Bill, but write down all of the mistakes made in the office so that it would be easy to fire him
c. take Bill, try to work with him, forget about the mistakes others have made
d. none of the above

13. People use defense mechanisms to:

a. gain recognition by being defensive
b. to show their concern for their fellow workers
c. to shield themselves from anxiety
d. to guard themselves from others who are out to get them

14. What is meant by listening on "two levels?"

a. listening for what is said and for all the silent signals under the surface
b. listening for both the conscious and unconscious motives
c. listening for both the real information and the false information too
d. listening to the words and the background noise at the same time

15. A major role of _____workers is to help people in need:

a. personal service
b. social service
c. public service
d. all of the above

16. Carol was new on the job. She wanted to make friends with the people at work. What's best for Carol?

a. Carol should be formal with other workers until she gets to know them better. It's best not to be too friendly until you find out who's nice and who isn't.
b. Carol should be warm, bright and easy to talk to. She should spend time listening to people. People like good listeners.
c. Carol should let people know what kind of person she is. People can't decide if they like you if they don't know anything about you. It will be easier for them if Carol tells them about her ideas, and how she feels about things. Before long, everyone would be trying to be Carol's friend. People love interesting people.
d. all of the above

17. The primary difference between "formal" and "informal" discussions is:

a. formal discussions are guided by procedures or regulations
b. informal discussions are easier to have
c. formal discussions are less time consuming than some informal discussions
d. there is no real difference

18. What kind of discussions do you think a recreation aide working in a city playground would usually have with young children?

a. warm and open discussions
b. honest discussions
c. formal
d. informal

19. "Building fences" refers to:

a. construction skills
b. defense mechanisms
c. work experience in carpentry
d. none of the above

20. Susan, Betty, and Joan were eligibility aides. Their job was to call on unwed mothers each month. Each of them had to fill out reports on each mother. Which method do you feel was most effective?

a. Susan sat on the living room couch with the mother. She knew the children and took time to play with them sometimes. She was very informal when she asked questions and smiled often.

b. Betty believed it was embarrassing to the mothers to ask personal questions. Therefore, she was very formal, asked the necessary questions, and left as soon as she could.
c. Joan sat on the couch with the mother. She knew the children well and spent most of her time playing with them. She asked just the questions she felt were important. She had a warm, personal relationship with her clients.
d. It is difficult to say which method is more effective.

ANSWER KEY

RELATIONSHIPS WITH OTHER PEOPLE

1.	a.	6.	a. x	11.	a.	16.	a.
	b.		b.		b.		b.
	c.		c.		c.		c.
	d. x		d.		d. x		d. x
2.	a.	7.	a. x	12.	a.	17.	a.
	b. x		b.		b.		b.
	c.		c.		c. x		c. x
	d.		d.		d.		d.
3.	a. x	8.	a.	13.	a.	18.	a.
	b.		b.		b.		b.
	c.		c. x		c. x		c.
	d.		d.		d.		d. x
4.	a.	9.	a.	14.	a. x	19.	a.
	b. x		b.		b.		b. x
	c.		c.		c.		c.
	d.		d. x		d.		d.
5.	a.	10.	a.	15.	a.	20.	a.
	b.		b.		b. x		b.
	c. x		c.		c.		c. x
	d.		d. x		d.		d.

APPENDIX G

SEMANTIC DIFFERENTIAL TEST

GROUP_____ STUDENT NUMBER_____

INSTRUCTIONS

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__:_____:_____:_____:_____:_____:_____: unfair

or

fair _____:_____:_____:_____:_____:_____:__X__: unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong _____:__X__:_____:_____:_____:_____:_____: weak

or

strong _____:_____:_____:_____:_____:__X__:_____: weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active _____:_____:__X__:_____:_____:_____:_____: passive

or

active _____:_____:_____:_____:__X__:_____:_____: passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale

is completely irrevelant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ___:___:___: X :___:___:___: dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

This Not This
___:___: X :___:___X___:___:

(2) Be sure you check every scale for every concept--do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless because we want your true impressions.

INFORMAL DISCUSSIONS

flexible	___:	___:	___:	___:	___:	___:	___:	rigid
closed	___:	___:	___:	___:	___:	___:	___:	open
tense	___:	___:	___:	___:	___:	___:	___:	relaxed
pleasure	___:	___:	___:	___:	___:	___:	___:	pain
bad	___:	___:	___:	___:	___:	___:	___:	good
strong	___:	___:	___:	___:	___:	___:	___:	weak
interesting	___:	___:	___:	___:	___:	___:	___:	boring
work	___:	___:	___:	___:	___:	___:	___:	fun
easy	___:	___:	___:	___:	___:	___:	___:	difficult

WORK

good	___:	___:	___:	___:	___:	___:	___:	bad
slow	___:	___:	___:	___:	___:	___:	___:	fast
large	___:	___:	___:	___:	___:	___:	___:	small
rounded	___:	___:	___:	___:	___:	___:	___:	angular
dark	___:	___:	___:	___:	___:	___:	___:	bright
delicate	___:	___:	___:	___:	___:	___:	___:	rugged
active	___:	___:	___:	___:	___:	___:	___:	passive
light	___:	___:	___:	___:	___:	___:	___:	heavy
dirty	___:	___:	___:	___:	___:	___:	___:	clean

UNDERSTANDING OTHERS

sick	___:	___:	___:	___:	___:	___:	___:	healthy
valuable	___:	___:	___:	___:	___:	___:	___:	worthless
kind	___:	___:	___:	___:	___:	___:	___:	cruel
sad	___:	___:	___:	___:	___:	___:	___:	happy
good	___:	___:	___:	___:	___:	___:	___:	bad
sour	___:	___:	___:	___:	___:	___:	___:	sweet
awful	___:	___:	___:	___:	___:	___:	___:	nice
important	___:	___:	___:	___:	___:	___:	___:	unimportant
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful

PEOPLE

red	____:	____:	____:	____:	____:	____:	____:	green
happy	____:	____:	____:	____:	____:	____:	____:	sad
light	____:	____:	____:	____:	____:	____:	____:	dark
unfair	____:	____:	____:	____:	____:	____:	____:	fair
wise	____:	____:	____:	____:	____:	____:	____:	foolish
awful	____:	____:	____:	____:	____:	____:	____:	nice
honest	____:	____:	____:	____:	____:	____:	____:	dishonest
informal	____:	____:	____:	____:	____:	____:	____:	formal
bad	____:	____:	____:	____:	____:	____:	____:	good
beautiful	____:	____:	____:	____:	____:	____:	____:	ugly

WORKING FOR THE GOVERNMENT
(PUBLIC SERVICE)

brave	____:	____:	____:	____:	____:	____:	____:	cowardly
dishonest	____:	____:	____:	____:	____:	____:	____:	honest
pleasant	____:	____:	____:	____:	____:	____:	____:	unpleasant
valuable	____:	____:	____:	____:	____:	____:	____:	worthless
boring	____:	____:	____:	____:	____:	____:	____:	interesting
good	____:	____:	____:	____:	____:	____:	____:	bad
closed	____:	____:	____:	____:	____:	____:	____:	open
sour	____:	____:	____:	____:	____:	____:	____:	sweet
clean	____:	____:	____:	____:	____:	____:	____:	dirty

UNDERSTANDING YOURSELF

boring	____:	____:	____:	____:	____:	____:	____:	interesting
fun	____:	____:	____:	____:	____:	____:	____:	work
bad	____:	____:	____:	____:	____:	____:	____:	good
important	____:	____:	____:	____:	____:	____:	____:	unimportant
dark	____:	____:	____:	____:	____:	____:	____:	light
familiar	____:	____:	____:	____:	____:	____:	____:	strange
difficult	____:	____:	____:	____:	____:	____:	____:	easy
necessary	____:	____:	____:	____:	____:	____:	____:	unnecessary
foolish	____:	____:	____:	____:	____:	____:	____:	wise

THE IMPORTANCE OF BEING FRIENDLY
TO SUCCESS ON THE JOB

yes	____:	____:	____:	____:	____:	____:	____:	no
confusing	____:	____:	____:	____:	____:	____:	____:	clear
negative	____:	____:	____:	____:	____:	____:	____:	positive
kind	____:	____:	____:	____:	____:	____:	____:	cruel
rich	____:	____:	____:	____:	____:	____:	____:	poor
bad	____:	____:	____:	____:	____:	____:	____:	good
interesting	____:	____:	____:	____:	____:	____:	____:	boring
false	____:	____:	____:	____:	____:	____:	____:	true
important	____:	____:	____:	____:	____:	____:	____:	unimportant

GETTING ALONG WITH OTHER PEOPLE

good	___:	___:	___:	___:	___:	___:	___:	bad
wise	___:	___:	___:	___:	___:	___:	___:	foolish
unimportant	___:	___:	___:	___:	___:	___:	___:	important
easy	___:	___:	___:	___:	___:	___:	___:	difficult
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful
simple	___:	___:	___:	___:	___:	___:	___:	complicated
false	___:	___:	___:	___:	___:	___:	___:	true
go	___:	___:	___:	___:	___:	___:	___:	stop
dirty	___:	___:	___:	___:	___:	___:	___:	clean

APPENDIX H

RAW DATA

Appendix

RAW DATA GROUP I; FILM PRESENTATION ONLY

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials*		
		Ai	Sy	To	1	2	3	1	2	3
1	F	45	30	41	06	10	07	309	317	305
2	F	35	38	27	10	12	11	333	365	324
3	F	35	53	34	09	13	10	401	490	392
4	M	24	40	45	08	10	06	327	345	311
5	F	48	55	31	05	11	09	442	480	455
6	F	42	38	37	05	10	08	365	379	351
7	M	55	61	49	11	17	17	361	400	395
8	F	68	64	57	10	13	10	411	484	474
9	F	48	55	48	09	19	10	416	463	424
10	F	35	51	41	03	11	10	290	426	382
11	M	40	53	20	07	09	06	362	388	351
12	M	42	55	43	05	15	08	323	363	334
13	M	44	59	44	04	12	07	406	440	417
14	M	53	45	35	02	08	04	363	388	401
15	M	42	62	43	08	18	10	430	454	440
16	M	52	45	36	08	11	07	356	380	349
17	M	42	36	29	06	09	07	388	417	356
18	M	46	53	31	06	14	08	378	391	394
19	M	46	65	46	08	16	14	451	454	448
20	M	50	49	52	09	13	12	377	412	391
21	M	38	53	22	07	17	12	390	442	412
22	M	25	34	24	06	07	05	264	283	295
23	M	30	45	22	05	10	06	273	299	304
24	M	56	25	42	06	09	07	419	465	415
25	M	46	51	35	04	17	09	401	439	408
26	F	38	45	24	05	10	07	361	354	348
27	F	46	51	40	06	09	09	377	425	386
28	M	38	43	37	09	12	10	305	365	322
29	F	41	37	49	10	16	15	354	426	366
30	F	50	53	45	08	18	11	419	416	408
31	F	48	53	45	04	08	04	385	396	368
32	M	41	29	31	09	11	12	296	356	321
33	F	40	57	34	05	08	06	384	491	405
34	F	38	49	27	08	19	12	416	461	427
35	F	57	57	41	07	11	11	402	445	424
36	F	42	60	34	13	16	11	364	484	406
37	M	48	46	37	08	15	10	315	358	297

RAW DATA GROUP I; FILM PRESENTATION ONLY (cont'd)

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials***		
		Ai	Sy	To	1	2	3	1	2	3
38	F	62	60	57	09	17	12	440	452	428
39	F	62	49	48	10	09	10	385	392	394
40	M	39	63	33	07	08	07	414	430	418
41	F	25	32	17	09	14	05	347	353	342
42	F	38	40	22	06	12	11	285	303	296
43	F	38	45	24	06	07	09	336	461	382
44	F	44	50	23	07	12	07	414	447	408
45	M	62	45	50	10	11	11	383	432	433
46	F	45	64	31	06	18	09	448	432	445
47	F	48	57	31	10	08	11	451	476	454
48	F	25	49	31	05	08	05	374	363	387
49	M	45	40	24	03	07	06	323	317	332
50	F	20	49	21	06	16	09	276	344	299
51	F	32	49	34	08	17	10	366	481	419
52	M	52	51	55	09	20	18	427	488	456
53	M	22	45	25	05	11	12	344	369	347
54	M	72	49	62	12	19	15	341	404	421
55	M	56	43	44	11	10	11	380	360	397

* Ai, Sy and To scores are T scores, $\bar{x}$ = 50, S.D. = 10.

** Raw scores; number of correct responses of 20 total possible.

*** Raw scores; number of correct reponses of 20 total possible.

Appendix

RAW DATA GROUP II; FILM PRESENTATION AND PRINT BASED MATERIAL

Subject	Sex	Personological Variables*			Criterion Referenced Test**			Semantic Differential Trials		
		Ai	Sy	To	1	2	3	1	2	3
1	M	46	51	39	04	14	13	391	411	401
2	F	42	47	31	07	12	12	414	456	442
3	F	48	62	36	06	16	17	336	419	382
4	F	40	40	34	10	18	16	348	394	414
5	F	28	21	22	04	06	06	280	300	292
6	F	18	53	20	05	10	09	324	420	420
7	F	48	36	41	09	15	17	376	392	387
8	F	52	55	45	08	19	19	402	463	458
9	F	64	57	52	10	17	14	401	443	455
10	M	25	43	24	06	14	15	363	369	359
11	F	68	32	57	09	17	17	336	401	354
12	F	35	46	41	07	18	11	345	411	419
13	F	68	49	52	12	19	20	412	492	477
14	M	45	64	29	06	12	07	457	468	477
15	M	64	55	62	05	15	15	402	454	448
16	M	42	49	41	08	16	11	310	441	410
17	M	48	34	31	05	12	07	393	438	481
18	M	46	59	33	03	08	06	274	300	301
19	F	32	49	41	11	19	12	431	437	449
20	M	45	60	37	07	13	11	435	469	453
21	M	32	34	17	06	10	09	317	376	311
22	M	35	43	22	08	18	10	372	400	402
23	M	32	45	20	05	06	08	339	354	362
24	F	48	57	34	06	10	17	353	365	361
25	F	44	59	32	04	11	07	416	461	426
26	F	40	45	22	03	17	08	375	392	384
27	M	50	45	36	04	10	15	310	354	411
28	F	42	38	36	05	18	10	298	373	354
29	F	37	40	32	11	10	12	379	416	391
30	F	44	54	41	08	19	09	451	444	464
31	M	65	47	54	06	10	18	385	455	492
32	F	40	37	36	14	11	12	404	388	401
33	M	47	52	46	07	15	16	398	421	415
34	F	31	56	49	09	16	10	344	428	333
35	F	36	49	40	05	11	07	390	405	367
36	F	45	38	47	10	13	13	316	324	325
37	F	70	49	39	09	12	19	307	395	428
38	F	47	61	52	13	13	10	406	414	405

Appendix

RAW DATA GROUP II; FILM PRESENTATION AND PRINT BASED MATERIAL

Subject	Sex	Personological Variables*			Criterion Referenced Test**			Semantic Differential Trials*		
		Ai	Sy	To	1	2	3	1	2	3
1	M	46	51	39	04	14	13	391	411	401
2	F	42	47	31	07	12	12	414	456	442
3	F	48	62	36	06	16	17	336	419	382
4	F	40	40	34	10	18	16	348	394	414
5	F	28	21	22	04	06	06	280	300	292
6	F	18	53	20	05	10	09	324	420	420
7	F	48	36	41	09	15	17	376	392	387
8	F	52	55	45	08	19	19	402	463	458
9	F	64	57	52	10	17	14	401	443	455
10	M	25	43	24	06	14	15	363	369	359
11	F	68	32	57	09	17	17	336	401	354
12	F	35	46	41	07	18	11	345	411	419
13	F	68	49	52	12	19	20	412	492	477
14	M	45	64	29	06	12	07	457	468	477
15	M	64	55	62	05	15	15	402	454	448
16	M	42	49	41	08	16	11	310	441	410
17	M	48	34	31	05	12	07	393	438	481
18	F	46	59	33	03	08	06	274	300	301
19	M	32	49	41	11	19	12	431	437	449
20	M	45	60	37	07	13	11	435	469	453
21	M	32	34	17	06	10	09	317	376	311
22	M	35	43	22	08	18	10	372	400	402
23	F	32	45	20	05	06	08	339	354	360
24	F	48	57	34	06	10	17	353	365	361
25	F	44	59	32	04	11	07	416	461	426
26	M	40	45	22	03	17	08	375	392	384
27	F	50	45	36	04	10	15	310	354	411
28	F	42	38	36	05	18	10	298	373	354
29	F	37	40	32	11	10	12	379	416	391
30	M	44	54	41	08	19	09	451	444	464
31	F	65	47	54	06	10	18	385	455	492
32	M	40	37	36	14	11	12	404	388	401
33	F	47	52	46	07	15	16	398	421	415
34	F	31	56	49	09	16	10	344	428	333
35	F	36	49	40	05	11	07	390	405	367
36	F	45	38	47	10	13	13	316	324	325
37	F	70	49	39	09	12	19	307	395	428
38	F	47	61	52	13	13	10	406	414	405

RAW DATA GROUP II; FILM PRESENTATION AND PRINT BASED MATERIAL (cont'd)

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials***		
		Ai	Sy	To	1	2	3	1	2	3
39	M	35	48	44	10	13	11	395	428	407
40	F	41	35	48	06	12	08	346	315	360
41	M	49	57	60	07	16	16	315	400	397
42	F	46	37	42	12	10	11	377	385	402
43	F	45	49	36	09	15	14	430	455	455
44	M	25	34	12	06	14	08	315	365	344
45	F	42	62	31	09	18	09	402	418	404
46	F	30	30	27	06	07	06	314	310	297
47	F	48	17	31	10	15	16	268	332	344
48	M	35	40	29	06	14	09	354	424	331
49	F	64	37	52	12	11	17	418	407	442
50	M	71	28	44	05	08	15	283	351	421
51	M	50	46	41	08	12	14	379	406	417

* Ai, Sy and To scores are T scores, $\bar{x}$ = 50, S.D. = 10.

** Raw scores; number of correct responses of 20 total possible.

*** Raw scores; number of correct responses of 20 total possible.

Appendix

RAW DATA GROUP III; FILM PRESENTATION, FILM BASED MATERIAL AND CLASSROOM INSTRUCTION

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials***		
		Ai	Sy	To	1	2	3	1	2	3
1	F	52	32	43	07	17	19	336	394	463
2	M	29	42	16	04	09	15	378	367	421
3	F	42	34	31	08	13	10	411	374	379
4	F	35	62	26	06	14	17	454	484	502
5	M	42	45	36	09	15	11	357	555	342
6	M	37	39	48	09	17	18	387	412	431
7	M	39	45	31	08	11	19	410	422	433
8	M	27	39	10	05	07	08	241	252	274
9	F	42	40	37	03	10	17	281	348	475
10	F	29	37	29	04	14	20	455	472	505
11	M	36	33	25	08	16	18	319	333	325
12	M	39	49	33	10	12	16	340	386	401
13	M	44	69	40	11	14	15	363	388	435
14	M	44	55	46	09	08	11	441	434	425
15	M	58	44	50	05	12	18	386	437	465
16	F	37	53	27	04	15	16	377	375	380
17	M	60	41	52	06	11	16	302	332	400
18	M	29	51	21	09	11	19	315	413	421
19	F	20	38	17	06	13	14	311	340	394
20	F	25	45	20	07	10	12	285	333	351
21	F	28	32	15	08	08	09	299	303	287
22	F	50	53	43	12	18	20	449	450	465
23	F	50	53	41	08	11	17	351	348	364
24	F	57	53	57	14	16	19	477	468	475
25	F	39	57	35	08	11	13	262	331	384
26	F	20	53	41	05	07	12	434	457	399
27	F	45	36	36	07	14	17	375	399	425
28	F	40	32	34	04	09	10	395	398	402
29	M	44	49	27	07	11	16	397	375	422
30	M	29	51	44	04	15	18	404	447	468
31	F	40	38	27	08	12	14	350	388	417
32	F	52	53	41	06	10	15	469	496	491
33	M	48	46	37	07	08	09	380	369	419
34	F	32	39	31	08	16	20	363	414	451
35	M	35	32	22	05	14	08	307	394	296
36	M	59	42	65	10	18	19	413	439	448
37	M	41	57	42	10	17	16	403	430	414
38	M	62	40	43	09	14	16	426	430	444

RAW DATA GROUP III; FILM PRESENTATION, FILM BASED MATERIAL AND CLASSROOM INSTRUCTION (cont'd)

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials***		
		Ai	Sy	To	1	2	3	1	2	3
39	M	34	46	33	06	16	18	355	401	414
40	M	41	42	35	12	12	13	297	338	412
41	F	71	50	44	08	13	19	362	408	491
42	M	34	49	23	07	14	14	359	372	405
43	M	34	42	12	04	10	11	258	271	294
44	F	58	47	61	09	14	18	341	366	400
45	M	53	61	37	07	11	12	372	416	460
46	F	57	47	55	09	17	20	404	424	468
47	F	44	55	40	06	12	17	418	426	435
48	F	41	43	31	04	05	12	288	291	377
49	M	55	43	45	10	19	19	431	448	439
50	M	34	65	52	08	13	20	357	398	467
51	F	62	51	39	08	14	13	410	395	398

* Ai, Sy and To scores are T scores, $\bar{x}$ = 50, S.D. = 10.

** Raw scores; number of correct responses of 20 total possible.

*** Raw Scores; number of correct responses of 20 total possible.

Appendix

NON-TREATMENT CONTROL GROUP

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials***		
		Ai	Sy	To	1	2	3	1	2	3
1.	F	45	47	20	09	11	08	336	351	328
2	F	32	43	29	09	09	10	431	442	395
3	F	42	45	27	02	07	05	402	422	411
4	F	38	34	31	12	09	10	463	466	444
5	F	42	47	37	10	09	09	350	345	362
6	F	55	43	55	10	06	11	446	447	437
7	F	35	51	36	06	06	05	404	431	424
8	F	42	43	29	09	11	08	408	427	395
9	F	55	40	50	07	05	06	390	382	387
10	F	25	30	31	10	10	08	378	319	345
11	F	22	32	15	11	11	12	406	411	404
12	F	45	30	29	03	04	07	377	377	357
13	F	38	28	22	04	03	05	357	329	340
14	F	25	38	31	06	08	05	388	379	392
15	F	25	40	10	06	06	08	367	384	371
16	F	48	17	20	09	10	07	381	344	364
17	F	32	62	31	07	07	10	394	398	391
18	F	35	47	10	08	06	09	367	401	388
19	F	45	53	29	07	05	06	388	384	414
20	F	38	66	34	07	09	06	396	398	382
21	F	35	40	29	08	06	09	406	424	401
22	F	48	57	27	02	03	04	402	394	388
23	F	45	45	27	13	10	08	305	310	297
24	F	34	57	41	10	09	07	407	414	411
25	F	45	60	48	05	06	04	424	437	432
26	F	35	51	10	08	06	07	398	398	384
27	F	48	28	50	08	11	10	341	320	327
28	F	65	38	50	06	03	04	374	386	404
29	F	32	40	30	06	05	06	295	277	268
30	F	57	55	41	10	10	09	396	393	388
31	M	28	32	24	05	06	07	410	405	410
32	M	35	22	24	08	05	04	457	430	430
33	M	38	64	27	11	10	11	399	362	370
34	M	57	30	52	11	09	07	378	359	371
35	M	48	36	34	10	06	07	360	317	380
36	M	52	40	27	08	08	08	333	369	372
37	M	32	49	37	07	05	04	423	372	367
38	M	32	40	10	09	06	07	403	390	409

NON-TREATMENT CONTROL GROUP (cont'd)

Subject	Sex	Personological Variables*			Criterion Reference Test**			Semantic Differential Trials***		
		Ai	Sy	To	1	2	3	1	2	3
39	M	40	40	17	02	04	04	384	377	389
40	M	35	34	20	06	06	07	329	307	302
41	M	22	21	12	04	04	03	344	337	329
42	M	32	47	11	08	05	05	447	414	431
43	M	38	57	22	11	04	06	395	388	431
44	M	45	38	29	04	06	11	363	348	353
45	M	45	30	29	06	05	04	387	401	384
46	M	35	36	15	07	07	08	396	417	414
47	M	55	45	43	06	10	10	385	434	439
48	M	42	49	24	05	05	05	363	383	383
49	M	40	49	22	11	09	09	442	451	463
50	M	17	47	16	05	07	08	360	367	367
51	M	40	36	31	09	08	08	328	329	321
52	M	35	34	15	07	04	07	396	392	360
53	M	45	51	50	05	07	06	450	443	445

* Ai, Sy and To scores are T scores, $\bar{x}$ = 50, S.D. = 10.

** Raw scores; number of correct responses of 20 total possible.

*** Raw scores; number of correct responses of 20 total possible.

APPENDIX I

TEXT OF RELATIONSHIPS WITH OTHER PEOPLE

COMMON CORE CURRICULUM GUIDE

UNIT 6

RELATIONSHIPS WITH OTHER PEOPLE

INSTRUCTIONAL OBJECTIVES

1. Ability to distinguish between formal and informal behavior.
2. Ability to identify the important factors in communicating with people.
3. Ability to understand how defense mechanisms affect communication with others.
4. Ability to identify the roles played in effective person-to-person communication.
5. Ability to acquire the human relations skills needed for getting along with others both on and off the job.
6. Ability to establish greater personal effectiveness with others so as to develop better cooperation and superior-subordinate relationships in public-service working situations.
7. Ability to recognize the mutual dependence of individuals on each other.
8. Ability to form positive attitudes toward the worth and dignity of every human being.
9. Ability to become aware of how feelings affect one's own behavior, as well as one's relationships with other people.
10. Ability to use an understanding of human relationships to effectively work with people.
11. Ability to improve communications with others by developing greater effectiveness in dealing with people in the world of public service.

CONTENT

INTRODUCTION

Perhaps the single most important skill that a public-service worker, or anyone for that matter, needs, is the ability to get along with other people. "Person-to-person" relationships are the building blocks of all social interactions between two individuals. If there is one essential ingredient for success in life, both on and off the job, it is developing greater effectiveness in dealing with people.

The skill of the teacher is critical to the success of this unit. He should establish a permissive and non-threatening group climate in which free communication and behavior can take place. The importance of this unit cannot be over stated. The overall objective is to establish greater personal effectiveness with others and to develop better co-operative and superior-subordinate relationships in the public-service occupations. Obtaining greater "self-awareness" is a large part of this goal. Because interpersonal relations are affected by a variety of factors, some attention should be given initially to basic rules of conduct and behavior on the job.

INTERPERSONAL CONDUCT AND BEHAVIOR ON THE JOB

Most public-service agencies have clearly defined rules and regulations. The behavior of the public-service worker is often guided by the established procedures and directives of that individual agency. In many cases, even individual departments or units will have procedures manuals, which regulate conduct and office work.

Formal Organization of the Office

At one point or another, most public-service employees either work directly in an office, or come in frequent contact with other people working in an administrative or staff office. Students should become familiar with the organizational structure of the occupational groups in which they are planning on working. A park worker, for example, must know about the organization of the Parks Department--what kinds of staff or administrative services are provided, what about training, what are the safety rules, what goes into personnel records, etc. Preparing a flow chart of the relationships between different positions in a particular agency is one way of learning about the organization of that office or agency.

Office as a Setting for Formal and Informal Relations

It is necessary to become aware of the different kinds of social relations shared with co-workers and the public. Some co-workers, for example, are seen only at work, and others are seen socially after work and/or on weekends. Factors that determine which co-workers become personal friends and which are just work friends should be considered and discussed.

On the other hand, a public-service worker usually has more formal relationships with the public with whom he comes into contact. Consider the relationships of the preschool teacher's aide and his students, the library helper and his library patrons, the police cadet and the general public, etc. In each of these cases, the public expects the public-service worker to help them with a particular service.

Although the distinction between formal and informal social relationships is not always clear, one should be sensitive to the fact that both kinds of relationships affect the behavior of the public and the public-service employee. Normally, the very organization of the public-service office helps to create a social climate for developing working relationships of a formal nature, and personal relationships with co-workers and the public which are of a more impersonal nature.

Office Behavior

Specific kinds of behavior relate to these formal and informal relationships with other people. Typically, the formal relationship is well prescribed and regulated by procedures or directives. The license interviewer, as an example, has specific questions to ask, and specific information to obtain from the applicant. Their relationship can be described as formal or prescribed by regulation. On the other hand, other office behavior can best be described as informal and non-prescribed (or free). Interpersonal relations in this case are often more personal and relaxed by their very nature.

INTERPERSONAL COMMUNICATION - THE MEANING

Interpersonal communication can be defined as a two-way flow of information from person-to-person. One cannot study human relations without examining the constant relationships that man has with other people; the individual does not exist in a vacuum. Most of man's psychological and social needs are met through dealings with other people. In fact, one psychiatrist (Harry Stark Sullivan) has developed a theory of personality based upon interpersonal situations. This view

point, known as the Interpersonal Theory of Psychiatry, claims that personality is essentially the enduring pattern of continued interpersonal relationships between people. This interpersonal behavior is all that can be observed as personality.

Importance of Face-to-Face Contacts

The very phrase, Public Service Occupations, suggests frequent face-to-face contacts with not only the general public, but with co-workers as well. With possibly a few exceptions, practically every public-service employee encounters frequent person-to-person contacts both on and off the job. The ability to get along with people is a very important part of public-service work.

Listening Techniques

Effective listening is a critical part of interpersonal communications. Listening is an active process, requiring not only that one must pay attention to what is being said, but that one must also listen for the meaning of what is being said. Almost one-half of the total time spent communicating, (reading, writing, speaking, or listening) is spent in listening.

Even though people get considerable practice at listening, they don't do too well at it. Many studies have shown that, on the average, a person retains only about 25 percent of a given speech after only 10 minutes have elapsed. Most people forget three quarters of what they hear in a relatively short period of time. Clearly, people need to improve their listening skills if they are to become more effective in their relations with other people.

FACTORS IN INTERPERSONAL COMMUNICATION

There are a number of components that affect the person-to-person relationship. Some of the factors common to both the sender and the receiver in a person-to-person communication are:

The Attitudes and Emotions of the Individuals

For example - two people are shouting and screaming at each other - how effective is their interpersonal communication?

- The Needs and Wants of the People Communicating

  Both the sender and receiver have unique desires, some open, and some hidden from the other person. These needs can and do strongly influence interpersonal relationships.

- The Implied Demands of the Sender and Receiver

  An important factor in interpersonal communications involves requests or demands. How are these demands handled? What are some typical responses to demands? These factors are common to both the sender and the receiver in interpersonal relations and affect the individual behavior of the people communicating.

The Choice of Words of the Conversant

One's choice of words can have a direct bearing on the interpersonal communication. The vocabulary one uses in interpersonal relationships should be appropriate for the occasion. For example, a preschool teacher's aide would not use the same vocabulary in talking to a three-year old, as she would in talking to the preschool teacher.

How Each Sees the Other

The process of communicating from person-to-person is greatly influenced by the perception that the sender and receiver have of each other. The feelings that a person has toward the other person are reflected in his tone of voice, choice of words, and even in his body language. A reference book mentioned in the resource section of this unit, How to Read a Person Like a Book, deals with the importance of body language in person-to-person relationships.

The Right Time and Place

Another factor that may be important in interpersonal relationships is the timing of the communication. For example, one of the first things a supervisor should do if he wants to talk over a problem with his subordinate, is ask the question: "Is this the right time and place?" Problems should not generally be discussed in the middle of an office, where other employees, or the public, can hear the discussion. Personal problems should be discussed only in private.

The Effect of Past Experience

In general, the quality of the person-to-person transaction will depend upon the past experience of the individuals. Human beings have acquired most of their opinions, assumptions, and value judgments through their relationships with other people. Past experience not only helps to teach people about effective interpersonal relationships, it is also often responsible for the irrational prejudices that a person displays. A strong bias usually blocks the interpersonal relationship if the subject of the communication concerns that particular bias.

The Effect of Personal Differences

An additional factor in interpersonal communications involves the intelligence and other personal differences of the people communicating. An example of such a personal difference is the objectivity of the people involved, as compared with their subjectivity. One person may try to be very fair and objective in discussing a point with another person, yet this other person is, at the same time, taking everything personally and being very subjective in his viewpoint. It is almost as if an adult was talking to an angry child.

Such differences can impede the communications flow between two people. In fact, all the factors mentioned in communications should be examined as to whether they block or facilitate interpersonal relationships. The most effective interpersonal relationships are those that are adult-like in their character.

DEFENSE MECHANISMS IN INTERPERSONAL RELATIONS

Defense mechanisms are attempts to defend the individual from anxiety. They are essentially a reaction to frustration - a self-deception.

Causes for Defense Mechanisms

In order to help understand some of the causes for defense mechanisms, remember the basic human needs:

- Biological or physiological needs - hunger, water, rest, etc.

THE INFLUENCES OF ROLE-PLAYING IN INTERPERSONAL RELATIONS

Everyone wears a mask and plays a certain role or roles in life. Even if the role one plays is to be himself, that particular form of behavior can still be considered a role. As a public-service employee, one's role is to serve the public. This can be done in a number of ways. Some of the factors involved in public-service roles will be mentioned below:

Exploring Superior-Subordinate Relations

Public-service employees are accountable for their actions. From the entry-level public administrative analysis traniee, to the President of the United States, every public servant must be accountable to either an immediate supervisor, a governing body, or to the public itself. Entry-level public-service employees gain experience and get promoted, but they continue to be subordinates and responsible for their actions, even though they also become supervisors and have people working for them.

Simulation exercises can be developed which will examine the perceptions of the superior by the subordinate. Authority and power factors may enter in here, as the superior also perceives the subordinate in a particular way. Dominance and need factors are at work in superior-subordinate relationships, and the style of leadership used (autocratic, democratic, or lassiez-faire) is a form of leadership role.

Peer relationships can be explored through simulation exercises. The ways in which co-workers perceive each other and the resultant effect on cooperation is one area to be examined. Ways to establish a climate or environment for effective, cooperative relations should be sought.

It is desirable also to simulate, for better comprehension, interpersonal communications with the general public. Role-playing techniques, which permit the exploration of person-to-person relationships, are highlighted in the following section on simulation exercises.

Interpersonal Relations Achieved Through Simulation

The preparation of students for entry-level public-service occupations must include an opportunity to experience meaningful

° Psychological or social needs - status, security, affection, justice, etc.

Fear of failure in any of these basic needs appears to be related to the development of defense mechanisms; attitudes toward failure, in turn, originate out of the fabric of childhood experience. The social and cultural conditions encountered during childhood determine the rewards and controls which fill one's later life. These childhood experiences, and their resultant consequences, affect personality development, the individual's value system, and his definition of acceptable goals.

Individuals who are dominated by the fear of failure may react by using one of these defense mechanisms:

° Rationalization - making an impulsive action seem logical.

° Projection - assigning one's traits to others.

° Identification - assuming someone else's favorite qualities are their own.

Results of Use of Defense Mechanisms

A common factor to all defense mechanisms is their quality of self-deception. People cling to their impulses and actions, perhaps disguising them so that they become socially acceptable. Their defense mechanisms can be found in the everyday behavior of most normal people and, of course, have direct influence on interpersonal relationships.

A person, for example, who is responsible for a particular job makes a mistake, and the work doesn't get done. When confronted with the problem by his supervisor, the individual puts the blame on someone or something else. This is a very common form of a defense mechanism.

Defense mechanisms can sometimes have negative influence on interpersonal communications. They can contribute to the individual forming erroneous opinions about the other person's motives. These mechanisms can alter the perceptions and evaluations made about the individual by other people. Ways to understand these mechanisms must be sought; one solution is to become more aware of the common defense mechanisms, and to become less defensive through greater acceptance of others.

interpersonal relations. Public-service employees, whether office or filed workers, experience personal relationships with other people every day. The initial success of the public-service worker will depend in large measure upon his ability to interact effectively with others in the office or field. Accordingly, a principle objective of simulation exercises for entry-level public-service education is to have the student acquire the necessary interpersonal relations skills that make for success in all public-service occupations.

When developing a model public-service simulation with the principal objective being to improve favorable interpersonal relations, certain criteria must be established. These criteria may be stated as follows:

- Interpersonal relations must be the principal component of the simulation. Provision must be made for students to interact with others in an office interpersonal setting so that they may work and communicate effectively with one another.

- The simulation must be as realistic as possible. Realism can best be accomplished by simulating an actual public-service operation in as many areas as possible.

- Originality must play an important part. Model simulations, currently in use, must not be copied in an effort to maintain simplicity.

- The simulation must be interesting. Students must be motivated to participate in the simulation and to be enthusiastic about its operation.

- The simulation must be unstructured. Provision must be made to allow for an awareness of events as they take place. Students must learn to cope with a situation without prior knowledge that the situation will occur.

In order for the teacher to determine if the model public-service simulation developed has, in fact, improved interpersonal relations, the simulation must be evaluated in terms of meeting the established objectives.

MEASURING INTERPERSONAL RELATIONS

Survey of Interpersonal Values

A valid and reliable instrument for measuring interpersonal relations, such as the Survey of Interpersonal Values, may be used for this purpose. This instrument is intended for grades 9-12, and is designed to measure the relative importance of the major factored interpersonal value dimensions. These values include both the subject's relations with others and others with himself. The value dimensions considered are:

- Support--being treated with understanding, encouragement, kindness, and consideration.
- Conformity--doing what is socially correct, accepted, and proper.
- Recognition--being admired, looked up to, considered important, and attracting favorable notice.
- Independence--being able to do what one wants to do, making one's own decisions, doing things in one's own way.
- Benevolence--doing things for other people, sharing, and helping.
- Leadership--being in charge of others, having authority or power.

A pretest on interpersonal values is administered before the model public-service simulation actually begins, and the same test is administered as a post-test after a stipulated period of time. By comparison of results, and through the use of applicable statistics, the gain in behavior modification in interpersonal relations can be determined, as a result of using the model public-service simulation.

Analysis of Interpersonal Behavior

Public-service employees should be aware of their own needs, and of the needs of other people. They should be able to recognize situations or behavior calling for professional help, and be able to refer people to such appropriate help. New employees must be able to use their knowledge of person-to-person relationships to effectively work with people.

In order to become more effective in interpersonal relationships, students must gain an understanding of:

- Self-evaluation - to be able to assess their own strengths and weaknesses.
- Group Evaluation - as a class to be able to evaluate other individuals' competencies in interpersonal communications.
- Correction of own self-perception - to be able to do something about the knowledge and attitudes formed by adjusting their individual behavior.

STUDENT LEARNING ACTIVITIES

- Define formal and informal social behavior.
- List the important factors in interpersonal communication.
- View and discuss the film strip, Your Educational Goals, No. 2: Human Relationships.
- Role play in alternate supervisor-subordinate relationships practicing effective interpersonal communication.
- Write an essay on "Defense mechanisms affect interpersonal relationships".
- View the film, The Unanswered Question, and discuss human relationships afterwards.
- Listen to a discussion of structured interpersonal communications and evaluate the effectiveness of the person-to-person relationship.
- In small groups, discuss the ways in which people are mutually dependent on each other.
- Use simulation exercises to practice interpersonal relations.
- List the different kinds of roles and games played in interpersonal communications.
- Debate the statement: Understanding person-to- person relations is one of the most important skills a person can acquire for success in life.
- Discuss how understanding interpersonal relationships can help a person to effectively work with people.

- Define the role of recognizing one's own feelings in relation to others.

TEACHER MANAGEMENT ACTIVITIES

- Have the students define formal and informal social behavior.
- Show transparencies on interpersonal relations, (Social Sensitivity, Your Relationships with Others) and discuss concepts afterwards.
- Assign written exercises on the important factors in interpersonal communication.
- Set up role-playing exercises on subordinate-supervisor roles in effective interpersonal communication.
- Encourage small-group discussions of the ways people are mutually dependent on each other.
- Show a movie on human relationships (The Unanswered Question) and discuss key points afterwards.
- Separate the class into teams to debate such statements as: Understanding interpersonal relations is one of the most important skills a person can acquire for success in life.
- Encourage individual study and reading in interpersonal relationships.
- Assign an essay on the worth and dignity of man in interpersonal relations.
- Bring in public-service workers who deal with others to talk to the class about the value of effective interpersonal communications.

RESOURCES

- Your Educational Goals, No. 2: Human Relationships (Filmstrip), Curriculum Materials Corp., 1969.
- The Unanswered Question (Movie, 16mm reel, rental), Brandon Films, 1966.
- Games People Play, Eric Berne, Grove Press, 1969.
- Case Studies in Human Relationships in Secondard School, E. L. Jones, Teacher College Press, 1965.

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- Social Sensitivity, Your Relationship with Others (Transparencies), Creative Visuals, 1969.
- The Transparent Self, S. M. Jouard, Van Nostrand-Reinhold Co., 1971.
- Interpersonal Theory of Psychiatry, H. S. Perry, M. L. Gavel, Editors, Norton, 1968.
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- How to Read a Person Like a Book, G. I. Nierenberg and Henry Calero, Hawthorn Books, Inc., 1971.
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